

philosophy of a poor wounded Frenchman, who, only the other day, when dying, was able to say words which will rank with the beautiful words of the greatest poets as an expression of real and genuine love for his country. He said this, "To die to-day or to-morrow, what does it matter, so long as one dies for his country." There is the expression of a man who was dying for his country and we, who are living almost ordinary lives, ought to remember and realise that the sacrifice we have made already, whether as men, or women, or school-boys, or school-girls, is a sacrifice which will have to be made bigger still.

Probably many of you girls will have a greater and closer and more personal interest in the war during the next few months. Many of you will have close relatives, maybe a brother or other near relative, who is going out in these new armies, and it will bring the matter home much more clearly to yourselves. Maybe a sacrifice of life may be asked from you, not perhaps your own lives, but the lives of others who are very near and very dear to you. You must show that, although you are members of a girls' school, you can make sacrifices, and as nobly and as calmly as many of the boys who have gone or are going from your brothers' schools. I wonder if you know how the boys' schools, colleges, and universities of this country have risen to the great call and have sent out clothing and other comforts, and men in their hundreds and even their thousands, and how those men are bearing their part nobly. *You cannot!* In your own way, in the contributing, it may be, of comfort, in encouraging words, and, amongst women, in soothing sorrows and sufferings, you cannot do less than act *your* part as nobly and as well as the boys who have gone from schools similar to your own.

I am quite sure that education is much more closely connected with the war and all its stress than many people imagine. Many of you might say to me, "What has the war got to do with education?" I want to tell you that, in my humble opinion, education is having its greatest trial, and I think that all lovers of education may be fairly well satisfied with the results of the trial, so far as we have seen. You have heard it said many a time, probably, that the Battle of Waterloo was won on the playing fields of our great public schools, but I believe that many of the victories which are being achieved now are being won, not only upon the playing fields, but in the lecture theatre, in the school-room, and in the laboratories of our great schools, colleges, and universities. The resource, the initiative, and the bold and daring measures taken by many of our soldiers are, to a great extent, the result of educational methods in the broadest sense of