

THE BREADTH AND DEPTH OF EDUCATION

cultural occupation which helped to keep the body in good condition, supplied something of what was necessary for its support and yet at the same time was never a serious rival in interest to the intellectual life which must be paramount in the university if the institution is to be a success, was the Irish response to the problem of a healthy mind in a healthy body. The diversion of mind that comes with "watching things grow" was one of the best recreations that there can be, an excellent interruption of concentration of mind on book learning. Why should not something like it be thought of for the modern time?

Mrs. Green has told us how labor and learning went hand in hand.

"From the king's court nobles came rejoicing to change the brutalities of war for the plow, the forge hammer, the winnowing fan: waste places were reclaimed, the ports were crowded with boats and monasteries gave shelter to travelers."

In connection with their hospitality there was always work to be done and this manual labor represented the diversion from mental activities which proved so valuable for the health of the intellectual classes.

Strange as it may seem we shall note in the chapter on St. Bridget that she devoted herself also to the encouragement of agriculture in connection with her convent manifestly with the idea of making her monastic establishment a centre for the improvement of agricultural efforts. It was the custom in