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Education vs. Information.

Education, according to Webster, is properly to draw forth, to discipline the mind, to establish the principles, and regulate the heart, while information, although sometimes used synonymously, but improperly so, is only that part of education which furnishes the mind with knowledge.

Without doubt, the common estimation of education is to acquire knowledge, regardless of order, time or quality, and consequently, the chief duty of the teacher is to inform or communicate.

A school conducted under this conception of education, would be aptly pictured by this illustration : conceive if you please, a room with one great vat (supposed to be full) standing conspicuously on a platform, from which syphons extend to each of some forty or fifty little kegs arranged in rows, and supposed to be empty more or less. The great vat gives and gives and gives ; and the little kegs receive and receive and receive ; until the great vat is exhausted, or the little kegs are filled, and then the work is supposed to be completed. This illustration is not very elegant, but it scarcely exaggerates the crude notions of many with regard to education and schools. Knowledge is not education, not is the getting of knowledge the end of education. It is true, it is an inseparable means, but not the thing itself. No one can be truly educated, without being well informed, but any one may be the possessor of vast treasures of knowledge, and still be uneducated.

"The true end of elementary mental culture, is to enable a child to use with promptness, precision and effect, the faculties which God has given him. He who can so use his intellectual powers which are ever on the alert, is educated, be his knowledge more or less. He whose faculties have not been thus trained for use whose powers are not thus available in the time of need, and in the affairs of life—is not educated, though his knowledge be of encyclopedian extent." What a man can *do* or *achieve* in thought or physical strength, is the true test of education. The question is not what does the man know, but what can he do. A man's power to acquire knowledge ~~may be much greater~~ than his ability to use it. Very frequently do we see men whose minds are filled to repletion with knowledge, yet they can not do any thing with it. Such men are not educated they are simply filled. A man may be said to be educated only as far as he can put into use the knowledge he has acquired, and no farther. In the language of another ; "Knowledge may be heaped up as wood is heaped up, but education is the capacity to work the wood into various forms and uses. Knowledge is clumsy. A great many men bury themselves in knowledge, so that they are never heard of afterward. They know and know, and keep on knowing, till they lose their power of doing. Up to a certain point, knowledge is food for strength, but if you disregard the proper limit, and go on knowing and knowing and knowing, the mind gets stupid. The stupidest people in the world are those who know everything, but do not know how to do anything." True education consists in the power of using the faculties so as to achieve beneficial results ; but mere knowledge may not only not do this, but exactly the opposite.

Much is said, and very properly too, about waking up the minds, and rousing the dormant faculties of our pupils, and getting them to work. This is all very well, but this is only the first step. You may be gratified by those sparkling eyes that gleam in admiration and manifest interest for your apt and quaint lectures and illustrations ; you may tell them about the plants ; and you may inform them of the human system ; you instruct them in grammar—carefully demonstrating