

muscles, grows strong by exercise, and is developed most when exercised most. As every study necessitates thinking, the power of the mind as a whole is thereby enlarged, no matter what that study may be. All I see, and hear, and feel, inasmuch as it causes me to think, leaves its impression, good or bad, upon me. "I am a part of all that I have met," and my total environment, in addition to my innate propensities, is responsible for my being what I am to-day. The mind, therefore, partakes of the nature of the food it feeds upon, and, as bad food produces a sickening effect on the body, so improper mental food weakens and poisons the mind. We see, then, that it is essentially necessary that the subject-matter of study should be so carefully selected as to produce the most beneficial results—that is, the most efficient citizen, mentally, morally and physically.

The mind governs our actions, for it is that which feels, and knows, and wills. 1. The mind is that which feels, as when we experience the sensations of coldness or of heat, of pleasure or pain, of love or fear. That is the emotional side of the mind. 2. The mind is that which knows. That is the purely intellectual function of the mind whereby it perceives, reasons and judges. 3. The mind is that which wills. It exercises the power of choice or volition; that is the moral side of the mind.

Any education, therefore, which neglects to properly cultivate any of these three parts of the mind will not produce the efficient man nor the efficient laborer.

The moral and mental forces, then, should be developed, strengthened and controlled by education, and to be a successful student necessitates, like every other success in life, possession of certain moral qualities, *e.g.*, he must be industrious, persevering in difficulty, self-denying—spurning de-

lights and living laborious days—determined to endure to the end. And it is simply these qualities put into actual practice later in life that have enabled men to stamp their marks indelibly on the history of the Empire.

The student may forget the subject-matter of his studies, but the increased power given by them remains fixed in his mind; for the habit of grappling with and mastering difficult problems has given him an increased power to deal with the difficulties of his daily life, a quicker insight into things, and a readier power to adjust the necessary means to the required ends. This is the "permanent residuum" when his school tasks are over. The mind has not been turned into a mere storehouse of words—for "to know merely by heart is not to know at all"—but it has been turned into a workshop; that is, it seeks more and more to find out the *causes* of things. The understanding or intelligence is always brought into play. It is not what was stored up as intellectual fat that is serviceable, but what was turned into intellectual muscle. And this is the education which is of supreme assistance to the laborer, no matter what work he may be engaged in. If a man have not ability to use it, his knowledge is not power at all, but so much dead stock.

The physical education must also be attended to. We need strong bodies in these days of keen competition, and while we seek to give the sound mind, we must also give the sound body. A first requisite, it has been said, for a good man is that he be a good animal, so that every good teacher will attend to the physique of his pupils. It is a most pitiable spectacle to see a man with a vigorous intellect ruined through having overwrought and broken down his constitution.

We see, then, that in our education