

It may easily enough be said of him that his mind is a *tabula rasa* in respect to life's affairs. It is true that some may have an ideal of life, but it is necessarily abstract, and not so perfect, but that on application to human affairs it need not be modified. Thus a most undesirable state of affairs exists. Our educational institutions in their method of instruction, proceed upon the hypothesis "that somewhere in previous or in subsequent conditions, important missions have been or will be in due time made good. The actual facts should be confronted fairly and squarely, and our college education should be provided upon a basis of, not what ought to have been taught, but what has been taught in the case of the average young man; not what the graduate may with effort acquire in the world, but what he actually needs for the immediate battle of life."

What then should be the nature of our college education, that it may fit us for life in Canada. Of all things that the college should do for the man, the most important is to put him in possession of the materials for a systematic criticism of life, materials that bear directly upon such practical matters as a man's usefulness as a citizen, and his influence and acceptability as a member of society, in other words how to live completely. And this, being the great thing needful for us to learn, is by consequence the great thing which education has to teach. To prepare us for complete living is the only function which education has to discharge and the only rational mode of judging of any educational course.

We come now to the more difficult part of the discussion. What shall be the principal study taken up during the college course that will secure the desired results? The scientific and the classical methods, in academic institutions, hold their votaries very rigorously to a single point of view, and the more this spirit is submitted to, the more restrictive does their mastery become. On the one hand the students, who have been inducted into classical literature, have obtained very little marketable knowledge. They have breathed and analyzed the thoughts that the best minds of the ancients have lived in. They may have in greater or less degree become citizens of the intellectual world, and examined with some critical care, and a little discrimination the documents by which that citizenship was evidenced and secured. Graduates cannot by such means make themselves immediately useful in the practical tasks of Canadian life. On the other hand the scientific method, for all but a few constructive minds, is analytical reasoning. It picks things to pieces and