

source, the meaning of words, and to understand the structure of sentences in daily use, is surely of much practical service in enabling a man to wield successfully the language, which is the vehicle of his thoughts. Men can reason well enough for ordinary purposes with no knowledge of the instruments they employ and operations they perform in doing so; and similarly they can speak and even write intelligibly, sometimes even correctly, with but a scanty knowledge, if any, of the nature of the language by means of which they express themselves. But to argue from this that any farther knowledge of the principles of thinking and speaking is practically useless, is to confine practical utility itself within very narrow limits, in fact to consign it, bound hand and foot, to the demon of money-getting, which on both sides alike of the Atlantic, and of the Canadian border, threatens to absorb all high and noble aims into itself.

The distinction between education and instruction as the ends of early training, may be again briefly referred to; since, plain as the distinction is, failure and disappointment have often been the result of it. Education, properly so called, draws out the mental powers of healthy exercise, and may be compared to the effect of gymnastics upon the body. Or, to use another comparison, education prepares the mental store with all necessary fittings, whilst instruction furnishes it with goods. The latter is now-a-days, too much aimed at, as might be expected from the utilitarian spirit of the age. A youth ought not to be expected to leave school or college with his mind fully stocked; it is enough if the warehouse be well and properly furnished with appliances for future use. Not of course that it will be empty; the preparative treatment will also have supplied considerable amount of stock in trade. The mind, even if it be in that state at first, cannot continue as a *tabula rasa*; for, good or ill, some characters must be inscribed upon it. And it is no disparagement to the other branches of study, such as history and geography, to say that they are not so well fitted as classics and mathematics for cultivating the mind. They are in fact, fruit-bearing pursuits in the strictest sense: for it may be affirmed that no produce deserving of the name can be borne by a mind which is unable to generalize. Many minds never acquire this power; it can exist only in a very undeveloped state during the period of tutelage. And of all studies history most needs this power for its successful pursuit. No one, however, would wish to banish these subjects from a school course. Information of facts, which may well be acquired in early life, must precede the mental use to be afterwards made of them; and as a mere exercise of memory, their acquisition, no doubt, has its use. And besides this, the outlines of chronology can be most easily acquired by young learners; and chronology is an indispensable