

When I say so, I do not undervalue the more elegant accomplishments of the scholar, but first and foremost let us lay a good foundation of sound practical knowledge, and then if circumstances permit, *upon it*, build the graces and adornments of refined society. "Truth applied to the use and service of mankind, acquires a higher polish, the more it is employed," and unless Teachers not only convey information, but also lead their pupils to exercise their own intellectual endowments, the great end of education is lost. Education then, let it be borne in mind, is more than mere exercise of memory. Like the labor of the husbandman, the faithful teacher works with a view to a future benefit. He will not rest contented with teaching sounds without sense—scratching as it were the mere surface of the ground;—but like a skilful husbandman he will sow and he will harrow. In a word he will exercise the observation and judgment of the young. On this point I cannot do better than refer you to a couple of articles written by Dr. John Brown of Edinburgh, and contained in the volume of *Spare Hours* lately published. Although intended for the training of medical students, they are equally applicable to all who are engaged in the training of the young. "How are the brains to be strengthened—sense quickened—the genius awakened—the affections raised—the whole man turned to the best account for the use of his fellow men? How are you when physics and physiology are increasing so marvellously and when the burden of knowledge—the quantity of transferrable knowledge—of registered facts—of current names, is so infinite,—how are you to enable a student to take all in, bear up under all, and use it as not abusing it, or being abused by it? You must invigorate the containing and sustaining mind—you must strengthen him from within as well as from without—you must discipline—nourish—edify—relieve and refresh his entire nature, and how?

We have not time to go at large into this, but we will indicate what we mean; encourage not merely the book knowledge, but the personal pursuit of natural history—field botany—geology and zoology; give the young, fresh unforgetting eye, exercise and free scope upon the infinite diversity and combination of its natural colors, forms and substances, surfaces, weights and sizes—everything in a word that will educate the eye or ear, their touch, taste and smell, their sense of muscular resistance; encourage them to make collections of natural objects, and above all try and get hold of their affections; and make them put their hearts into the work \* \* The main duty of those who care for the young is to secure their wholesome, their entire growth, for health is just the development of the whole nature in its due sequences and proportions. \* \* A child or boy should be regarded much more as a mean, than as an end, and his cultivation should have reference to this. He should be forged rather than furnished—fed rather than filled. \* \* Therefore it is that I dislike the cramming system. The great thing with knowledge and the young is to secure that it shall be their own—that it be not merely external to their inner or real self, but shall go in *succum et sanguinem*. \* \* So these cultivate observation—energy—handicraft—ingenuity—outness in boys, so as to give them a pursuit as well as a study. Look after the blade, and don't coax or crush the ear out too soon, and remember that the full corn in the ear is not due 'till the harvest, when the great school breaks up, and we must all disunite and go our several ways."

A pupil's progress, other things being equal, is just in proportion to his love of learning, and to enkindle this love is the work of the Teacher. Some branches of study in themselves comparatively irksome and laborious, may for their future benefit, be pursued with intensest eagerness. To point