

of what is morally good. But this self-control is dependent, naturally and mentally, upon physical control, and this again is the result of intellectual control, constantly actuating the physical. To be a moral man is not to be a mere man of sentiment. A man may think all good, and yet be so weak of purpose as to be capable only of evil, which unrestrained physical incitements may force upon him. The whole man must be educated,—the intellectual,—the physical,—and the moral; and this is not done by wise laws, but by discipline constantly bending the faculties of the individual to suitable purposes.”

Westminster Review.

This subject is briefly delineated in the following article, from the pen of Dr McVICKAR, Professor of Political Economy, Columbia College, N. Y. :—

“ 1.—How is a nation to grow rich and powerful? Every one will answer: By cultivating and making productive what nature has given them. So long as their lands remain uncultivated, no matter how rich by nature, they are still no source of wealth; but when they bestow labour upon them, and begin to plough and sow the fertile earth, then they become a source of profit.

“ 2.—Now, is it not precisely the same case with the natural powers of *mind*? So long as they remain uncultivated, are they not valueless? Nature gives, it is true, to the mind *talent*, but she does not give learning or skill: just as she gives to the soil *fertility*, but not wheat or corn. In both cases the labour of man must make them productive.

“ 3.—Now, this labour applied to the mind, is what we call *education*, a word derived from the Latin, which means the *educing* or bringing forth the hidden powers of that to which it is applied.—In the same sense, also, we use the word *cultivation*: we say ‘cultivate the mind,’ just as we say ‘cultivate the soil.’

“ 4.—From all this we conclude that a nation has two natural sources of wealth: one, the *soil* of the nation, and the other the *mind* of the nation. So long as these remain *uncultivated*, they add little or nothing to wealth or power.

“ 5.—Agriculture makes the one productive, education the other. Brought under cultivation, the *soil* brings forth wheat and corn and good grass, while the weeds and briars and poisonous

plants are all rooted out; so *mind* brought under cultivation, brings forth skill and learning and sound knowledge and good principles; while ignorance, and prejudice, and bad passions, and evil habits, which are the weeds and the briars and poisonous plants of the mind, are rooted out and destroyed.

“ 6.—An ignorant man, therefore, adds little or nothing to the wealth of the country, an educated man adds a great deal; an ignorant man is worth little in the market; his wages are low because he has got no knowledge or skill to sell. Thus in a woollen factory a skilful workman may get \$10 or \$15 a week, while an unskilled workman must be content with \$2 or \$3.

“ 7.—In a store or counting-house, one clerk gets \$1000 salary, because he understands book-keeping or the value of goods, while another, who is ignorant, gets nothing but his board. In those countries where the unchristian practice still prevails of buying and selling their fellow men, a slave who has skill as a mason or a carpenter, will sell for five or six times as much as a common hand who can do nothing but labour.

“ 8.—We see this difference, too, when we look at nations. Thus China has ten times as many inhabitants as England, but England has a hundred times as much skill; therefore England is the more powerful of the two, and frightens the government of China by a single ship of war.

“ 9.—Thus, too, among the nations of Europe, Prussia is more powerful and prosperous than any other of the same size on the continent, because all her people are educated, and that education is a *Christian* one, making them moral and industrious, as well as skilful.

“ 10.—If, then, the education of the people be necessary to the prosperity of the nation, it is the duty of the government or nation to provide for it: that is, to see that no child grows up in ignorance or vice, because that is *wasting* the productive capital of the country.

“ 11.—This education, too, should be a Christian education, in order that children when they grow up should be honest, faithful, and temperate; for if a man be a liar or a drunkard, his knowledge and skill is worth little to the country, because he will be neither trusted nor employed.