

discharge, and between them there exist certain regulations and connections, some higher, some lower, but all necessary in their proper place, that in order to the complete development of the individual each faculty must be brought to its full state ; the physical powers must be brought to their full, so the intellect and the moral nature.

But not only must the several faculties be developed, they must be brought into proper relation and be of due strength to co-operate harmoniously with each other. None of the lower must take the place of the higher. The memory must not interfere with judgment, nor the imagination be so active as to take the place of observation and give reality to the most airy creations of fancy.

This being the purpose of modern education, we may ask: Has education so far become a science as to assume this stupendous task; and if so, upon what principles does she base her system ?

The former of these questions may be regarded as answered in the affirmative. Teachers are earnestly asking concerning the nature and methods of instruction and their adaptation to the needs and capacities of the human mind. A method of instruction is coming to be regarded as an instrument nicely fitted to do work in the hand of him skilled to use it, and it is conceded that none are skilled who do not understand the character of the work to be done and the material upon which he is to work.

It may fairly be stated that in no profession are the underlying principles more fully developed than in the art of teaching. Profound students of human nature back to the days of Socrates, have contributed to elucidate and enforce certain cardinal principles in accordance with which every successful teacher must work. They have shown that there is a wide difference between teaching and educating. The first is specific, the second general. Everything educates, but everything does not teach. Teaching draws from a spring while education furnishes the living formation of human thought with the sparkling waters of knowledge and skill.

It may be urged that, had we a science of education, then all teaching would always set the same subject before the pupil in the same way, which would at once destroy the aptness and individuality of the teacher.

It must be admitted that the real teacher will have his own method. This must come from a universally possessed science which can never become the individual property of any one. Obvious and important as is this truth, it must be