mind apprehends moral and spiritual things, for all thought mus' be in terms of the physical facts and activities of experience. Thus we see analogy is the only bond thet between material and immaterial things; that, in the words of Mr. Swainson, "Analogy, or symbolical representation, is, therefore, the most universal law of nature, because it embraces and extends its influence over the natural, the moral and the spiritual world." Hence any study that cultivates the ability to discover analogies is worthy of a high place in any scheme of education. Such a position is claimed for mathematics, because it gives a specific training to this power. In all analytical mathematics, the student is constantly engaged in finding the principles or physical facts which are represented by the symbols of the formulae. The mere forms into which mathematical expressions fall are poetical in their suggestiveness and in their wealth of meaning; and in the investigation of their significance the student develops ability to see the analogies between the facts of his environment and the higher laws of his being, and to connect the daily circumstances of his life with the abstract principles of truth and moral conduct.

In the world of conduct there is, perhaps, no greater hindrance to right action than prejudice. Personal feelings, likes and dislikes, arising out of preconceived notions, controversy or passion, are very often motives that lead the wrong way. But Sir J. F. Herschel maintains, with great truth, that prejudice must be laid aside in the study of science. This is particularly true with regard to mathematics. The propositions of this science are based on verities and their object is the discovery of truth. In this high realm "there is no party spirit, no personal controversy" and no partiality.

It is evident that intelligence is the basis of morals. Hence any study is useful that will provide mental

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gymnastics by which the intellect may become a more efficient instrument for the right exercise of free will. For this work mathematics is unsurpassed. By its close scrutiny of the premises and of each succeeding step, by the rigorous logic of its methods, by its alternation of analysis and synthesis, by the required persistence of effort, by its continuity of thought, and by the earnestness and concentration of mind which it demands, mathematics affords a training which is of the utmost advantage in trying to follow intelligently the highest moral principles.

Growing out of a strong intellect is the power of imagination, In actual life man has to represent to himself the result of this or that action, and having decided as to the justice or rightness of his proposed action, he must picture to himself the available means of arriving at the result, as well as imagine how these will affect and be affected by the feelings and rights of others. Hence the ethical importance of the imageforming faculty, such as may be cultivated by mathematics. For this study has to do with the ideal conditions under which matter may exist in time and space, and at every stage of the investigation the student has to look forward to the desired end, to image the effect of certain operations, and to see in the mind's eve how these results would be changed by the introduction of new relations. Thus mathematics trains that sort of imagination by which the mind is able to trace results of certain actions, or of given combinations of circumstances, that sort of imagination which is a large factor in the qualities of prudence, forethought, justice, temperance, tact and sympathy.

There are, however, other manifestations of imagination in qualities of another kind. It is that imagination which "expands, diminishes, moulds, refines," and puts into new relations the materials derived from the world of fact and observation. It