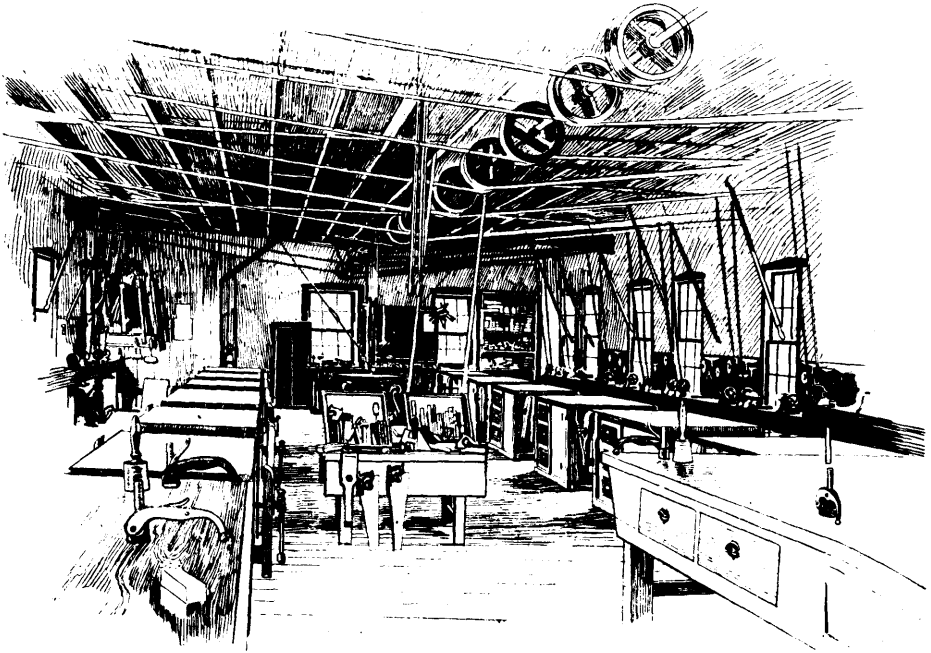


powers, after he has exerted them to the full accomplishment of the foundation work of his course. This is on a principle similar to that followed by the architect, who completes the essential portions of a structure before adding the ornamentation. It will be said "the analogy is false; the devoting of one's energies to some branch of study to the exclusion of other branches, is not the ornamentation of one's life, it is the life itself." But it is not the end of education to put a man on the level

life and thought than their own. One's sphere of usefulness must of necessity be bound by one's own limitations of character and attainments.

Another feature of McMaster's training that deserves to be noted is the emphasis laid upon the study of English. The subject occupies a foremost place in each year of the under-graduate courses, and importance is given to the literary rather than the philological aspects of the study. The discipline which is given by regular and frequent



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of a machine adapted to one certain line of action and to no other, adjusted to run in one set path, but unable to cross lots and look over a neighbor's fence! A doctor who has studied next to nothing out of the range of his profession; a minister whose ideas are all derived from theological books,—such men live in grooves, and can hardly come into true touch and sympathy with the world in general for lack of the wide information and culture that would enable them to understand and appreciate other phases of

compositions in the first two years, and by the stated writing of theses in the last two years, is at once the handmaid of clear and accurate thinking and the easy command of knowledge. This generous recognition of English as one of the superior instruments of discipline and culture cannot fail of speedy justification in results.

Even more striking is the incorporation of education in the arts curriculum and as an obligatory subject. The history of education, with a knowledge of educational principles disclosed by