

sciousness," without which one can have no real acquaintance with any historic period or problem.

This treating as ultimate the formal and instrumental, accounts in no small degree for a mental feature characteristic of our age. I refer to the passion for analysis. We expect scientific and literary pursuits to partake largely of an analytic character. It is, however, never to be forgotten that analysis is only a means to an end. We dissect only to benefit the living. We take to pieces the parts of an organism that we may more thoroughly appreciate them when they are seen in all their living beauty. The anatomic passion has in our day too largely dominated our intellectual ambitions, owing to our proneness to rest in the formal and subordinate in our mental pursuits. The anatomic mania has even urged men to cut to pieces our moral and intellectual intuitions, and to pry into the *modus operandi* of all things great and small, from the genesis of a mushroom to that of the conscience. Let me throw out a few suggestions by way of remedying somewhat the defects noticed above:

1. The remedy for some of the defects indicated is such a lessening of the number of studies, that the minds of our youth may have a thorough insight into and mastery over the subjects appointed for their training.

2. Encouragement should be given from the very commencement of an educational course, to studies promoting individuality of mind and character. Thus only can be secured what should be the aim in all mental activity from the alpha to the omega

thereof, namely, the power of concentrated and sustained thinking.

3. To avoid the evils arising from studying with a view mainly of passing examinations and to, at the same time, secure all the good which written examinations are fitted to yield, I would require scholars to undergo an examination upon what they have studied, without knowing the day or hour when it may occur. Such examinations would not, it is true, show so well in tabulated results as those conducted on the present basis; but I am sure they would both secure a higher educational result, and indicate the real intellectual status of the scholars.

4. The best minds should teach all subjects, primary as well as advanced. The most eminent scientists throw the best light on the elements of science. University men, if apt to teach, would infuse life and meaning into even primary studies beyond the power of teachers less instructed than they. We see the beginning of anything best from its end. Age can best describe youth. The best culture can deal best with primary instruction.

It is therefore to be regretted that our universities are not more in touch with our public schools. Knowledge from the very beginning should be brought into contact with the mind vitally and luminously. Otherwise education will be mechanical in its nature and disappointing in its results. Of an equipment other than we have advocated it may be said,

He that depends
Upon your favours swims with fins of lead,
And hews down oaks with rushes.

THE caution which is needed in teaching temperance to school children is well illustrated by what Gen. Grant says: "I know from my own experience, that, when I was at West Point, the fact that tobacco in every form was prohibited, and the mere possession

of the weed severely punished, made the majority of the cadets, myself included, try to acquire the habit of using it." The rebound or reaction from the teaching needs to be thought of as well as its more immediate effects.