

are a body of men of which any country may be proud, and the yeoman service they are doing in the intellectual development of the country entitles them to generous and admiring recognition by the people. As a force in the community for good, no class of men are in a position to exercise a more beneficent influence; and the potentialities of such a body of educators as we have now over the Dominion, in giving to it the blessings of intelligence, enlightenment and culture are remarkable in the history of so young a nation.

The only circumstance that can qualify unstirred commendation of a profession is that to which we have already alluded, but which, as we have said, attaches to our systems and machinery of education rather than to the instruments that give them effect. There must, of course, be these systems, and more or less of the regulating and restraining direction of a centralized executive; but, at the same time, there should be the greatest

possible freedom in their operation, consistent with desirable and legitimate control. And with every elasticity that can be given to the system, there should be as little to remind the profession of bureaucracy and departmental paternalism as possible. But above all, there should be the *living life* in the administration which should charge all the conduits of the department with the electric thrill of energy and enthusiasm, and cause the concentric circles of the system to tingle with the dynamic force of its impulse. In so important a bureau as that of education the want of some highly magnetized influence to infuse the system with zeal and activity is an imperious need. With it our educators will become schoolmen in the old and high sense of the word, and a taste for learning and the elegant amenities of life will be diffused. Without it the most potent lever in elevating the public taste and in stimulating the intellectual life and culture of the nation will fail of its highest work.

EDUCATION A SUCCESSION OF EXPERIENCES.*

BY PROF. A. R. GROTE, BUFFALO.

A STUDY of the phenomena of the human intellect teaches us that there is a process going on by which external matters are being pictured in the brain through the action of the senses. The imagination itself is found to depend upon an ideal grouping of experiences, however fantastic and unconnected they may be made to appear. As time elapses and mankind advances, the brain-pictures seem to become more per-

fect, and to embrace more fully the characters of their originals, and their development in this direction is proved by our varying notions of things, and our changing conduct toward them. Education may, then, be primarily conceived as the process of storing sense-impressions in the brain, and the total condition and amount of the brain-pictures we might style knowledge. An education seems to resolve itself at last in-

* An abridgment of an Address delivered before the American Association for the Advancement of Science, at St. Louis, last August, and published by the courtesy of the writer.