

So, too, if there is symmetry and vigor of body, with culture of mind, but no growth and development of soul, the picture has now indeed, outlines, forms, and colouring, but still lacks expression—that which alone can impart vitality and attractiveness to all the previous skill and taste of the artist. Thus we see that if the development of any of a man's faculties is neglected, his manhood becomes dwarfed.

The human faculties have an importance dependent upon their relation to each other; and it is the duty of men to examine, as far as possible, these relations, and from this examination to determine their relative importance, and their respective claims for development. Every person owes it to himself to make such an examination into the conditions of his being, so as to conduct his efforts for self-development wisely and effectively.

If this is a necessity, then a full knowledge of the life of man becomes a science, and life itself a rare art.

The necessity for the development of true manhood, as it has been called, is apparent from the fact that man possesses these distinct faculties, and that they are capable of development. There is an economy in nature which shows that the author of all being has made nothing that is useless; neither has he created an unnecessary amount or quantity of anything. We cannot conceive of the all-wise Creator giving existence to that which he knew would not be needed, and hence not serve for the accomplishment of any of His designs.

He has not given to any of His creatures faculties that they do not need in performing the functions of their existence. Hence, if a man possesses the above-named capacities for development, he can by no means perform the functions of his existence according to the purpose of his Creator, until those capacities are developed. The necessity for development is universal and continuous. It is universal, because in man the capacity for development is universal; it is continuous, because this capacity for development extends into the infinite—it has no known limit.

But all this, however sound in theory, is not the actual condition of men; their actual condition has not resulted from the observance of the theory of the harmonious development of all human capacities, but is

opposed in many ways to that result; opposed to the theory of human life. It is important, however, to observe, that opposition to theory does not lessen the importance of theory, nor prove theory erroneous.

One of the most pernicious evils prevalent among educationists and philanthropists, so called, is that of seeking, contrary to reason and liberality, the partial and dwarfed development of humanity. Some men of distinction and learning advocate utilitarian systems of education, which are opposed to broad and liberal culture of mind. Others confine their systems of development to the physical and mental powers of man, and omit all consideration of his moral development—that which is of the highest importance. This being so much the case among leaders in human development, those who are seeking the development of certain of their faculties, acquire the development they seek, through the abuse and neglect of other important faculties.

Truly, no grander work could be assigned to man than that of living—of developing all his capacities, physical, mental and moral, according to their relative importance, and in so far as the opportunities and circumstances of each individual permits.

Horton Academy Jubilee.

THE state of education in this Province fifty years ago was far from reputable. The schools were insufficient in number, and their management was anything but respectable and generous. Old soldiers, who, having pensions from Government, were content with small salaries, were frequently chosen as masters, and they carried with them into the schools their military notions and habits, flogging included, as well as love of the bottle, so that the children suffered much and learned little. Reform had been long desired by the lovers of knowledge, who for many years lamented evils and abuses, which they were unable to remove: but their wishes were at length gratified by the establishment of the excellent school system now happily in operation.

The Province is largely indebted to Mr. Dawson, (now Principal Dawson, of McGill College, Montreal), and the Rev. Dr. Forrester, by whose zealous exertions great