

means of instruction as they advance become more and more mechanical and diverted from that surrounding of emotional and imaginative life which, at the earliest stages, make them attractive. This is increasingly the case in our present system of education, and the more so where instruction and education are rigidly separated.

The introduction also of technical knowledge and handicraft, in the place of the older customs, tends in this direction.

As the human mind can at any one time only bring into consciousness a small portion of its manifold experiences stored up in memory, the great stress which is now laid upon exact, as opposed to scholarly attainments, has the effect of repressing the emotional and imaginative elements which are always more or less brought out in the teaching of languages, in spite of the dryness of etymology and syntax.

Looking into the future, we may safely say that instruction is tending to become more mathematical and less scholarly; accurate information, useful in practical life, taking the place of the more diversified knowledge gained by reading and by the less systematic observation of natural things.

Yet in the fuller development of mental and moral life, this tendency to extol mathematical and mechanical exactness and accuracy is not without a harmful influence. The mathematical treatment of any subject, especially that of complex subjects, is based upon some of the most refined thought and speculations which the human mind is capable of. At the same time these fundamental thoughts or principles can be put into such simple form