

into their habits, dispositions, and peculiarities.

6. A more specific aim and definiteness in regard to the work of each child, and a better understanding of the excesses and defects of mental, moral, and physical traits of mind and body.

7. A more hopeful and sympathetic regard for the defective pupils, especially those who cannot hear or see well, and the manner of seating them in the school-room, so as to receive the greatest benefit from the class and other exercises.

8. That some children, say about six or seven per cent., are born *mentally short*, perhaps a somewhat larger per cent. are born *mentally long*, while the others are average in all respects. Both the extremes require extra attention.

9. To obtain a more comprehensive insight as to the means and methods to be employed in handling unruly and vicious pupils, and how to arouse them to a better course of conduct by appealing to their notions of justice and kindness.

In view of these facts, teachers will see that it is important to study the physical as well as the mental characteristics of all their pupils for the purpose of understanding them; and of being able to minister to their special wants in the most satisfactory manner.

In my judgment, a society should be organized here for the purpose of studying children with special reference to school work, and upon a different basis from any other like organization in the country. At present I do not know of any systematic plan of work that has been adopted; much that has been done is so much like German philosophy—"just becoming"—that it has no direct practical bearing on the work of the school-room.

In our deliberations upon the edu-

cation of children, doubtless all agree with me that the time for hair-splitting differences in reference to mere opinions is unprofitable, and that we must devote our time and energy to some wider and more comprehensive scheme of work than we have hitherto done, if we wish to be leaders in those great movements which have for their object the general improvement of the moral, social, and intellectual condition of our state and country. While we see clearly the two conflicting opinions now held by people concerning the nature of education as to whether it is a practical or theoretical art,—those of means and end, and whether the child in passing through the preparatory stage of its existence is to be made into a practical, shrewd, calculating machine that by dexterously manipulating human forces can secure a competence by his wits, and destitute of a conscience, presents a problem which has to be worked out like any other question of business. If this be the end of our work, then we should see to it, that we educate for shrewdness, trickery, rascality, ingratitude, and all those ignoble qualities of mind which stigmatize man's nobler faculties. While we agree that the intellectual natures of our children should be developed in order to know things correctly and to pass judgment on the various issues that arise from association with others, and to exercise large foresight in the management of affairs, yet the highest acme of human greatness is never reached through the intellect alone. The intellect is the region of cold abstraction. It touches life in seeking ways and means of action, but without reaching the better side of human nature—sympathy—it is cold, hard, cheerless, and oftentimes cruel.

Thus are we brought face to face with the question, what system of instruction combines the greatest