

BOOKISH SCHOOLS.

It has been said that the schools, where book studies are the only or chief ones, turn the children from contentment with occupations in which bodily labor plays an important part, and also inclines them to leave rural homes for cities and clerical and professional pursuits. Doubtless one of the many causes which have helped to bring about a distaste for manual and bodily labor has been the too exclusively book and language studies of the common schools.

Much has been written about the danger of over-educating the rural population and thereby leading them to leave the farms. I do not think it is possible to over-educate anybody. On the other hand it is easily possible and has been quite common to over-school boys and girls as well as grown people.

When a spirit of bookishness—bare scholasticism—rules the Primary Schools, the High Schools, the Colleges and the Universities, it is likely to leave the young men and women able to pass examinations on paper, and that is nearly the measure of the enlargement of their ability through such education—falsely so called. But when scholarship and practical and manual instruction join hands in the schools to train the whole child, and not merely the memory and language faculties, the children will leave school facing aright, capable and happy in making the right things come to pass, at the right time and in the right way.

TRAINING SCHOOLS

Education begins with the child's life, and should continue of the right sort throughout. It seems unnecessary and wholly undesirable that the school period should be

different from the years which go before and follow it in its influence on the development of some of the most important faculties. Before the child goes to school it is receiving most of its education by its senses bringing it into conscious relationship with the material world around it and by doing things with its hands. After the boy and girl leave school they are required to do things with their hands and to recognize and control their relationships to the things about them. It is too much to expect that education in the school period, while imparting information and developing the general intelligence, should have cultivated their senses to be keen and alert and to report accurately and fully on what lies around them. That prepares the mind for frequent experiences of "the joy of clear apprehension." None the less should their hands and eyes be trained to obey readily and skillfully the desires of the mind. These (systematic training of the senses, of the hands and eyes, and of the mind) are some of the objects of practical and manual instruction. Manual training is a means of developing mental power, and not a short cut or a long step towards a trade.

THE KINDERGARTEN.

Kindergarten takes its name from two German words signifying a children's garden. It has come to indicate the method of teaching and training and also the place where these are carried on. A gardener does not furnish plants with leaves and fruit to be attached to them. He does everything necessary that they may grow. Since the order of mental growth is desire, action, sensation, thought, the desire of the child must be quickened towards an action or series of actions, having an