

A WORD ABOUT EDUCATION AND LEN- NOXVILLE SCHOOL.

"I call that education which embraces the culture of the whole man with all his faculties—subjecting his senses, his understanding, and his passions, to reason, to conscience, and to the evangelical laws of the Christian revelation."

TO allow the moral faculties to be uninstructed, is to leave the most important part of man undeveloped, and to deprive education of almost all that makes it truly valuable. The best schools will afford a share in the excellencies of religion, as well as of learning; they will provide for the refined and generous culture of a youth in virtuous principles; they will teach him a high appreciation of his responsibilities as a member of society, so as to make him a blessing to the place where Providence fixes his abode, and a benefactor of his country. The true aim of education should be, not so much to fit for any particular station, as to modify and refine the characteristics, to train the mental capabilities, to promote habits of enquiry and deliberation, and to give healthy exercise to natural powers,—not to cultivate mind at the expense of morals, nor to encourage intellectual development at the expense of health. Health must be considered the basis, and learning the ornament of comprehensive education. Mere rote-learning or accumulation of facts, a passive reception of knowledge, is too often exalted over those exercises which call forth higher faculties, which encourage intellectual activity, which teach a pupil to think, and enable him to digest his knowledge.

As connected with moral education and discipline, it is most important to appeal frequently to conscientious motives, to convince a pupil how degrading it is to require constant watching. There will always be some whose sense of honour is not of the highest order, but the majority of right-minded boys, thus won over, may be safely left to control the mean-spirited minority.

Boys should, if possible, be convinced of the benefits derivable from order and regularity, of the necessity of learning obedience to lawful authority; they should get a clear perception of the unmanliness of indolence, and of the objects to be attained by careful industry; they should be made to understand that, in every station of life, there is ample scope for energy, industry, and self-discipline.

A public school possesses advantages not attending any other class of school. Even though a teacher be every way capable and faithful, he is not likely to infuse as much life and energy into his teaching, when the number of his pupils is small, as if he had an ordinary-sized class before him. Again, he is apt to limit the full exercise of their abilities by