

sight or hearing, but, if possible, to their touch, taste, smell. When they have examined the object, it matters not what it be, and obtained a thorough knowledge of it as a whole, as a reality, as a living being, a thing, a substance, they then evince an equally instinctive propensity to dissect it, to look at it in its parts, and again to reconstruct it. Look at the little prattling girl of scarcely two years of age, how fondly she hugs and caresses her doll, surveys it as a whole until she has obtained a thorough knowledge of it, and can readily distinguish its general appearance from every other doll. No sooner, however, has she become familiar with it, than she proceeds to separate its parts. She carefully undresses it, closely watches as she does so, how the one part is appended to the other, and lays each part aside by itself. This done, she tries her skill and ingenuity in readjusting the whole, puts on one article of dress after the other until she has completed her task. She then leaps and skips in perfect ecstasy at the feat she has achieved, regards the doll with higher complacency and satisfaction than ever, and now, as specially her own. This is the course of nature and universally true. Our system, accordingly, meets this feature and, at every stage of the educational life, from the alphabet up to the highest department, gives the concrete before the abstract, the analytical before the synthetical. It strives to conduct the scholars from the region of the known to that of the unknown, never introducing a subject without some stand-point, for both teacher and taught, some common ground or principle on which to plant their feet, and to pass therefrom by easy transition into the subject itself. This removes education from the region of nominalism and empiricism, to that of substantialities and of healthful invigorating influences.

5. This system, on presenting any subject to the minds of the young, insists first in our doing so by broad outline features,—and, after the pupils are thoroughly familiar therewith, to fill in gradually the details.

The naturalness and utility of this course have already been adverted to in a preceding part of our work. Suffice it here simply to say, that by the adoption of this mode the subject, whatever its nature, is far more clearly apprehended, both in its parts and relations, by the law of associations rendered vastly more serviceable in future applications, more thoroughly incorporated into the human mind; and, by reason of all these considerations, far more easily remembered. In view of all this, our system recognizes and acts out this feature, in every one of its departments.

6. The training system deals largely in oral lessons, but is especially characterized by that form known by the designation of word-painting, or 'picturing out in words.' Object lessons, the principal feature, in the objective system, owe their origin to Pestalozzi and his coadjutors. These are admirably adapted to the youthful mind in its more initiatory stages—appealing as they do directly to the senses, and thereby serving great and serious purposes in the development of mind; and yet after all these lessons are defective, they can only give us the knowledge of whatever is subjected to the senses. There are many things, many facts or ideas regarding the dispositions, the uses and habits of objects, whether animate or inanimate, that cannot be communicated in this way, and recourse must therefore be had to verbal description, which, to render interesting to the young, is presented in the shape of word-painting. This feature, in an oral lesson, owes its origin to Stow, and constitutes one of the most prominent features of his system. It is founded on the principle, that all mental processes can only be rendered intelligible to others by external or visible objects or things,—every word being the sign, or image, or representation, either of some object, or the combination or relation thereof. Hence, to obtain a vivid idea of the secondary or conventional import of any word, we have only to picture out its primary or external signification, and give the application.

7. This system carries on the instruction department, whether through text-book or oral lessons, by questions and answers, and ellipses.

The questioning and answering process, sometimes called the *Socratic mode* of imparting knowledge, is the old practice, and still obtains, to a large extent, both in elementary and advanced schools. The Training system does not exclude this, but it limits it to the two points of ascertaining the amount of knowledge possessed by the pupils on any given subject, as well as the imparting of the knowledge of any fact or truth that may be essential to their reasoning

out that subject; and it adds the all-important element of ellipsis, or that of allowing the pupils to go on as long as they keep the right path, drawing their own inferences and conclusions, or giving expansion and enlargement to the views they already entertain. This is the grand practical expedient devised by a founder of this system, for the purpose of enabling the pupils to exercise their own thinking powers—and an admirable expedient it is. It is the one resorted to by the great teacher of Nazareth, and therefore must not only be surpassingly excellent, but infinitely the best. It is pre-eminently intellectual training.

8. This system carries on its questions and answers both simultaneously and individually.

In the adoption of one or other of these two modes, respect is had to two things—the character of the pupils, and the nature of the subject, but chiefly the latter. If it is an exercise recited after being prepared, the skilful teacher will diligently and carefully ascertain whether it is thoroughly mastered by each child in the class. If, on the contrary, it is an exercise in which thought is to be evolved, and mind developed, he will work the whole class simultaneously, allowing them all to answer at once, though oftentimes the answer will only be given by one or two, or such as feel the question to be a congenial one. By this latter expedient, each child is allowed the free and unrestrained use of his thinking powers. And by the former, all are stimulated to exert themselves to the uttermost, feeling satisfied that there is no possibility of their escape in the crowd.

9. This system renders the sympathy of numbers subservient to the cause and interests of education.

The power and the extent of this principle—a principle common to all—has been already explained. The training system is the first that has attempted to apply this universal principle as an educational force. That it may have full justice done to it, it first endeavours to have all the externals in meetest adaptation;—such, for example, as a well-assorted enclosed play ground, the arrangement of the benches and seats in parallel rows, with a gradual elevation backwards, if not provided with a regular gallery, &c. Before proceeding to work, it reduces the whole of a miscellaneous school to a thorough system of classification, testing, by every possible appliance, the whole of every child's capabilities and attainments, so as to put him, not only in one, but in all the branches, in his rightful position; and, having got all the exterior arrangements adjusted, it proceeds to all the steps in the educational process, with this principle full in view, and physically, intellectually and morally, avails itself of its assistance. But it is in the regularly graded school, it produces the most benign and powerful results. There, seated in a properly constructed gallery, from fifty to eighty children are called upon to vie with and outstrip one another, intellectually, and to do the same physically, and morally, in the play ground. The power which this principle places in the hand of the teacher is inconceivable, and, without which, the most skilful teacher and the most approved mode are comparatively fruitless. But the teacher, who knows anything of its power, is equally solicitous that this principle be called into requisition, and habitually eyed in the relation subsisting between him and his pupils; and, accordingly, he makes it a point in all his operations, in door and out, in recitations and in discipline, to secure the good-will and sympathy of all the more intelligent and better conditioned of his scholars. These influence and direct, or, at least, hush into silence, the indolent, the deceitful, and the immoral; thereby reducing, by one-half, the toil, the anxiety, and the watching of the pains-taking teacher.

10. This system repudiates the separation of the sexes in the educational process.

It maintains the position that the best school-room is the family fireside, that the natural and most efficient educators are the parents, and, consequently, whatever obtains in the domestic arrangements ought to bear sway in the scholastic establishment. It professes to sit at the feet of nature, to elicit its laws and to act out its principles; and it does so simply because all these are in meet adaptation to our constitution. As, then, the sexes are educated together around the domestic hearth, so ought they to be in the school-room, at least until they are twelve or thirteen years of age. And all this because it is in every way the most successful. Not only do the boys thus stimulate the girls intellectually, but the girls the boys morally. And as already noticed, this influence is not only