

thrush and the Abyssinian thrush are eastern forms; in the west, the Ethiopian and Senegambian thrushes are found; while to the southward the olive-thrush, Cabani's thrush, and the Kurichane thrush range throughout the Transvaal, Caffraria and Damara Land, the Bechuana country, and the Cape.

The facts, as they are presented today by this interesting group of birds, become very significant when viewed in the light of evolution. The world-wide distribution, large number of established species, and high degree of development which the thrushes have attained, denote their comparative antiquity as a group of birds. Time has been the important factor in establishing the species, and enabling them to live far and wide in harmony with diverse conditions of life. It would be difficult to ascer-

tain the original centre of their development—probably one of the great land masses, as the Euro-Asiatic continent, whence the early forms have spread to other portions of the earth, there to break up into new varieties and species under the action of changing environments.

Where other forms have succumbed in the struggle for life these have lived on, until now, the almost perfect wing and foot; the vital strength that holds the plumage for a year before it is shed, and also enables the mating pair to rear three goodly broods each spring; the vocal development, the omnivorous diet, the abundance and world-wide distribution of species, tell the story of how the robin and his congeners have come to be what they are—a dominant group in the animal life of the earth.—*The Popular Science Monthly*.

## EDUCATIONAL TRAINING.\*

BY WM. HENRY RAWLE, LL.D.

THE seductive doctrine that a college education is largely useless because it teaches useless things which after-life is taken up in forgetting, fails to grasp the chief object of study. For many purposes, it is, of itself, a matter of no consequence that the three angles of a triangle equal two right angles, or that the battle of Salamis was fought B. C. 480, and he whose knowledge consists largely in piling together such propositions or facts cannot be called educated. Any one may get through his classics using a crib instead of his grammar and dictionary; he may perhaps even get

through with credit; he may cram for his examinations and be glib at *functions and quaternions*; but what he thus learns will take no hold upon him, and like money easily got, it easily goes. It is the mental discipline acquired in the course of certain studies which produces what is known as the trained mind—which toughens the mental fibre, which develops concentration of thought into intellectual habit, and enables a man in after-life to do his work, of whatever kind, more easily, more thoroughly and with less mental strain and friction. This can hardly be overstated. Of course there are men who go to the front without it, but the extent to which they themselves prize this higher education, is made known to the world by the colleges throughout our coun-

\* Extracts from an address delivered June 25, 1885, at Cambridge, Mass., before the Harvard chapter of the Phi Beta Kappa Society, on "The case of the educated unemployed."