

likely to complain, or whose complainings at home, because less clamorous and positive, are not so likely to attract parental attention, are the neglected ones. The lad, who, on being asked "what are little boys good for?" answered, "to make men of," uttered an important truth, which both parents and teachers may ponder upon with profit. It is one of those striking answers which sometimes fall from childish lips. Little boys and girls are good to make men and women of. Make? Is there a process by which they are to be made? What?—by whose forming hand? Do they need care, attention, cultivation? or are they to grow up like oxen in the stall? Fellow teacher, this is a question demanding an answer—an honest, practical answer. Those little ones over there, looking so weary and listless, and who have been sitting there the whole afternoon with nothing to do, and nothing to relieve the dull monotony of dreary idleness but the recess, and such mischief as want of employment invites, are "good to make men of"—they need attention—they need *your* attention my gentle friend. There is, unwrought, too much of good material, for an article greatly in demand in our country, to be neglected without taking upon yourself grave responsibility; an article as much needed in our time, as when the Grecian philosopher so zealously sought it with a lamp at mid-day. You may not neglect them with impunity; or if with impunity now, the day and the mode of reckoning will surely come. What shall you do? Why, attend to them. You can't? But you can. At least you can give them their rights, which you have so unaccountably failed hitherto to regard. They have a right to a fair proportion of your time, and you have no right to withhold it: and yet this is just what you have been doing. They have a right to their honest share of your earnest efforts to give them instruction—to give them the ways and means of intellectual growth. They have a right to claim that their minds shall no more be dwarfed by neglect than their bodies. Nay, they have a better right, as much better as mind is superior to matter. You can, if you will, concede these rights, which, if you do, will accomplish more for them than has ever yet been accomplished. But I am ready to go farther, and aver that you ought to give them more even than a pro-rata portion of your time and attention.

You ought to give them more because they really need more, and because by so doing you can best accomplish the true work of your office. They need it, because they are unable to help themselves and are entirely dependent upon you. So are the others? Well, they should not be. They should be able to help themselves, and should be required, too, to do it; and this the more and more as they advance, until they become independent of your aid. Why are the older ones in this dependent state? And if they are, is this any reason why the younger should grow up in the same state through the same early treatment, or rather mistreatment? Don't neglect the little ones. See that they are every day learning something, and learning it aright. They will thus have less to unlearn by-and-by, and can the more easily learn what they ought, or what will be required of them. Let those that can not study, and thus learn from books, have frequent exercises of from three to five minutes (for you can not hold their attention long at a time); not one exercise a day, but several. One or two a day are neither just nor sufficient. Not just, because the larger ones have more frequent and longer exercises; not sufficient, because what they learn they must learn by repetition and from oral instruction. Any of your advanced classes can better bear neglect than these, and none will repay the attention bestowed so well as these. If you can not do better, nay, do this at any rate: furnish them with pencils and slates, and encourage them in developing their powers of imitation, in making letters or words, or the representations of things. Little boys and girls are good to make men and women of. And when teachers feel this truth aright, and begin with the little ones, giving most attention to those that need it most; requiring more and more independence and self-reliance as they progress, until they no longer require a teacher's aid, and at the same time training them in habits of self-control and self-government, men and women will be made.—(N.-Y. Teacher.)

Do our Pupils aim at Anything?

"That was in yesterday's lesson!" So triumphantly exclaimed a kind-hearted little girl in my Grammar class a day or two since, evidently assured in her own mind, that the remark contained an ample excuse for her inability to answer. I paused and reflected. The expression thus casually made had struck me with peculiar force. Whole volumes written by professional hands, could not have illustrated more thoroughly the too fatal mistake which large numbers of our pupils are constantly making. Teacher! before you proceed another step in your daily routine, would it not be well to

stop short, and see if you have not erred (as I confess I have), in not keeping prominently and constantly before your pupils the true purpose of study and recitation. What! Not know yesterday's lesson! Not know the lesson of the day before! How absurd! Of course then all the previous lessons are forgotten, unless perchance, detached portions, which can be of no use unless their connection be accidentally retained. What a serious state of facts would a searching investigation disclose, as to the object which our pupils have in view in attending school. Tens of thousands of the pupils in the schools of the Empire State, are constantly studying for no other conceivable purpose than to recite. Recitation, which is at most only the teacher's means of ascertaining whether the pupil has a thorough knowledge of his subject is made by them the end of their endeavor. Recitation over, the whole matter is unceremoniously dismissed, and the next day, or at most the next week, they know little about it. The error alluded to is fundamental. *Aimlessness of purpose* has been and is being the ruin of scores of incipient intellects. Pursuing studies day after day, through their entire course, with no intention or thought of making the knowledge which they contain a life-enduring acquisition, but merely to recite! Teacher, think well upon this point. If you have begun wrong, by endeavoring to teach science before you have taught the purpose of its acquisition, don't hesitate to go right back to first principles and begin again. Ascertain at once how many merely reciting pupils you have in your school, and if you don't find that a large majority are of that class, my word for it, your school is a rare exception. If you do discover such a state of things, I repeat, begin anew! Present to your school *enduring knowledge and discipline* as means of future usefulness; as the true and only object to be sought. Enforce this by constant precept; but above all by your unvarying practice. Ever make the whole ground previously passed over a part of each lesson; and never by confining your exercise to the advance steps, allow your pupils to suppose that anything previously recited can for a moment be dismissed. Our first effort must be to make the aim of our pupils right, and if we fail in this, we might almost as well resign the whole work as a failure. It can certainly prove little else, if we attempt to go on without having first accomplished this object.—(N.-Y. Teacher.)

Hints to Young Mechanics.

The first object of a mechanic, as it should be that of every one, is to become thoroughly acquainted with his particular business or calling. We are too apt to learn our trade or profession by halves—to practice it by halves—and hence are compelled to live by halves and die by inches.

Study and labor to excel your competitors, and then you will not fail to command the patronage of the most discerning and liberal paymasters. There is a great variety of highly useful knowledge which appertains to every branch of business, that may be acquired by a course of judicious reading. This knowledge, well digested and systematized, constitutes the science of every occupation. Thus, if you are a carpenter, the science of architecture should be studied with profound attention; if a ship-builder, the science of navigation and hydrostatics, and that combination of them which will give the largest capacity to a vessel with the least resistance from the water, and the greatest safety in time of danger from the elements. If you are a machinist or mill-wright, the mechanic powers should be well understood, and if the machinery is to be propelled by steam or water, you should study the science of hydraulics, and should have a perfect knowledge of the chemical combination of heat and water, both in its latent and active state, and understand how it happens that a quart of water, converted into steam, which, by a thermometer, is no hotter than boiling water, yet will bring a gallon of water up to the same temperature. If you are a hatter—a dyer—a painter, or a tanner, there is no study so useful as chemistry.

The fact was known a quarter of a century to chemists, that gum shellac was insoluble in water, before any hatter ever used it to make water-proof hats. The whole art of giving beautiful and durable colors to different bodies, depends entirely upon the chemical affinity of such bodies for the coloring material, and the affinity of this latter, for the different colored rays of light.

We speak understandingly when we say that the tanners and the public in the United States lose millions of dollars annually from the lack of scientific knowledge how best to combine vegetable tannin with animal gelatin, which is the chemical process of making leather—call it by what other names you please.

There is a vast amount of knowledge which is now completely useless, that ought to be brought home to the understanding of