

dragging through some sad, discouraging years, conscience rouses him to a rigid self-examination; he looks searchingly within, and he sees that the preacher's heart is not in him—that Nature denied him the advantages of a reformer—and he no longer feels justified in pursuing the vocation of a preacher.—He will betake himself to some manual employment; for there he is sure of being able to accomplish a greater or less amount of good. He has found that perseverance does *not* conquer all things.

If we could know how many of the persons who yearly enter the professions do so with little regard to any special fitness for the pursuits they choose, but are attracted to them by mere fancy—supported by faith in the power of patient study to make good all defects; doubtless the knowledge would surprise us. The far greater proportional number who abandon the profession for agriculture and mechanical employments, than leave manual occupations for law, medicine, &c., indicate plainly enough, that the young understand the above motto as having reference to professional life—as pointing to intellectual rather than physical triumphs.

Now, endeavor, so it be towards something useful, is always worthy of respect. We may smile at the efforts of a man striving after something far beyond his reach, or we may regard with pity him, who, to our view, wastes his talent by directing it to an inferior pursuit; but, still, there is always something about even misapplied effort that commands respect. So long as a man works at something—so long as he tries to better his own or others' condition, physical or spiritual, there is hope of him. Yet, it is by no means a matter of indifference whether a young man who can work more efficiently at farming or some other handicraft than at preaching or the practice of law, shall try his fortune for a time, at one of these latter employments—then, through disappointment and disgust, relinquish it for something to which his powers are better adapted—or, before fixing on a vocation, try to find out what Nature intended him for, and choose the right thing first. Even if it were certain that his pride would allow him to give up a profession to which he had committed himself for some more congenial employment—to change what seems to him a ceiling of high honor for one of less esteem—he cannot carry to his new pursuit the freshness and enthusiasm necessary to enable him to work at it to the best purpose. His failure as a doctor of divinity or a doctor of laws may not disable him from becoming a good farmer, but there is little risk in saying that he would have been a better one had his energies been given to agriculture before his spirit was broken by disappointment and defeat in another pursuit. Let those, then, who have influence in directing the ambition of the young, teach them that there are as grand conquests to be made in the physical as in the intellectual world; and let the favorite motto of school professors,—"Perseverantia Vincit Omnia"—be preceded, and its application modified, by the truth so pointedly expressed by the Latin poet—

"Though you drive out Nature with a fork she will return again."

### PHYSICAL TRAINING IN COMMON SCHOOLS.

We see that the Superintendent of the Boston schools recommends the general adoption of gymnastic exercises as a regular part of school training. It seems to us that there is no movement of the day of greater importance to the scholars individually, or which is destined to have a greater influence upon the well-being of the country, than this of systematic physical training of children. For success in life, vigorous health is of far greater importance than high intellectual culture.—Energy is what rules the world. Take two boys, equal in every respect, box one of them up in school from morning till night and from year to year, cultivating his mind at the expense of his body, till his nerves have outgrown his muscles, and his brain has outgrown his stomach; while the other boy receives a fair but equal development of both mind and body—and what is the result in the two cases? The scholar graduates perhaps with the highest honors, but he leaves college a feeble and complaining invalid; intellectual and refined, he shrinks with nervous sensitiveness from the rude shocks of the battle of life. The result is, that he is thrust aside in a corner, or trampled under foot in the race. On the other hand, the man who comes forth upon his career in possession of a vigorous constitution, has the backbone, the nerve, the energy, that enable him to win the great battle that every human life is. His days are filled with healthful and happy activity; his slumbers are sweet at night; his cheerfulness (the natural effect of good digestion) makes his presence a pleasure to all who know him; he becomes the father of healthy offspring, and fills his home with merry voices; in short, fulfills all the purposes of his being, and leads a prosperous, happy, useful and successful life.

But we have conceded too much in yielding the palm of intellectual superiority to the scholar whose brain is over-stuffed. John Whipple once asked Daniel Webster to what he attributed his marvelous power of mastering complicated and difficult questions; Webster replied that he attributed it to his habit of never using his brain when it was in the least degree fatigued. The great fact that the time during which the human brain can continue its action is limited, is one of the utmost importance, but it seems to have been generally ignored by those who have had the management of our schools. A New York school commissioner, with leather lungs and a cast iron head, may insist that a child, who has been boxed up six hours in school, shall spend the next four hours in study, but it is impossible to develop the child's intellect in this way. The laws of nature are inexorable. By dint of great and painful labor, the child may succeed in repeating a lot of words, like a parrot, but, with the power of its brain all exhausted, it is out of the question for it to really master and comprehend its lessons. The effect of the system is to enfeeble the intellect, even more than the body. We never see a little girl

staggering home under a load of books, or knitting her brow over them at seven or eight o'clock in the evening, without wondering that our citizens do not arm themselves at once with carving knives, pokers, clubs, paving stones or any weapons at hand, and chase out the managers of our common schools, as they would wild beasts, that were devouring their children. Indeed, they are worse than wild beasts, for those destroy only the body, but these fiends consume both body and mind of the helpless innocents who fall into their clutches.

In Boston, the system of studying out of school has been prohibited in relation to the girls, and we should be rejoiced to see this city take the lead in extending this prohibition to all the scholars. We are very glad to see that the time for gymnastic exercises is to be taken from the study hours, and not from those given to play—"Experience having shown," says the Superintendent, "that the scholars learn more when a portion of the time is given to these exercises than when all is devoted to study."

We hail the introduction of physical training into our common schools as being calculated to make the Americans the finest race of men, physically, that the world has ever seen; but we value it more as an important step in carrying to a still higher point the unparalleled intellectual cultivation of our people.—*Scientific American*.

### TAKE CARE OF YOUR EYES.

One of the most eminent American divines, who had for some time been compelled to forego the pleasure of reading, has spent some thousands of dollars in vain, and lost years of time, in consequence of getting up before day, and studying by artificial light. His eyes will never get well. Multitudes of men and women have made their eyes weak for life by the too free use of their eyesight in reading fine print and doing fine sewing. In view of these things, it will be well to observe the following rules in the use of the eyes:—

Avoid all sudden changes between light and darkness.

Never begin to read, write or sew, for several minutes, after coming from darkness to a bright light.

Never read by twilight, or moonlight, or on a very cloudy day.

Never read or sew directly in front of the light, or window, or door.

It is the best to have the light fall from above obliquely, over the left shoulder.

Never sleep so that, on the first awakening, the eye shall open on the light of a window.

Do not use the eyesight by light so scant that it requires an effort to discriminate.

The moment you are instinctively prompted to rub the eyes, that moment cease using them.

If the eyelids are glued together on awaking up, do not forcibly open them, but apply the saliva with the finger—it is the speediest dilutant in the world; then wash your eyes and face in warm water.—*Hall's Journal of Health*.