haps, that a school exists in order to give to the youth (1) *training* or *culture*,—moral, æsthetic, mental, physical, and we may add ocular, auricular, and manual; (2) as a result of this training, (*a*) *right habits* and (*b*) *skill*; (3) partly as a result and partly as a means of such training, *knowledge* (*a*) of things practically useful, (*b*) of things entertaining, (*c*) of things edifying and stimulating. The work of imparting information, too commonly regarded as the prime object of the teacher, is, in the view of the latter, if he understands his business, rather a means of cultivating the mental powers of the pupil.

In the case of certain subjects, however, the practical value of the knowledge rises above the disciplinary value of the study. Such are reading, writing, arithmetic, and the proper use of the mother tongue. To these may be added, in some instances, one or more languages of which the student expects to make actual use,—say French or German, or Spanish or Greek. Of the several departments of study we must accord a foremost place to language, by which is here meant the whole matter of verbal expression, oral and written. It is largely by one's language that he is judged. A man who writes or speaks well is esteemed an able man, though possibly much inferior in ability to another who has no gift of speech. The former is sure to make his mark. On the other hand, the bungler in speaking and writing is at a disadvantage, however brilliant his talents in other directions. But it is surely needless here to urge the claims of language study, so long, at least, as one confines himself to our native English. It will be admitted by all that the mother tongue is chief among the subjects of study.

I argue for the study of Volapük in school,—