

Do We Give the Most Useful Education?

The learning of the school is not operating beyond school days. Any kind of learning which does not become an organic part of the personality, through its applicability to the necessities of life, cannot in the nature of things, become a power beyond school days. The reason why the learning of the schools is inoperative beyond school days, is chiefly due to the fact that it has little or nothing to do with the actual business of life. We still continue to indoctrinate pupils with useless learning and wonder why, when school days are ended, they relieve themselves of the burden so quickly.

While we have arrived at the positive and industrial stage of development in secular affairs, the school whose business it is to prepare its pupils for the demands of such an age, still continues enamoured of "other worldliness" and metaphysics. It seems high time that we should awaken to the fact that education is preparation for the actual affairs of life. Yet we continue to waste hours upon mathematical problems which apply neither to "the heavens above or the earth beneath." Our histories are filled with fantastic and useless facts, while the political and economic development of the country is discussed in a few paragraphs. Thousands die annually from zymotic-filth-diseases, avoidable if proper physiological and hygienic knowledge were taught, yet educators question the right to the small amount of time already allotted to these subjects. The argument of Herbert Spencer demonstrating the *primary* importance of physiological knowledge has never been invalidated, yet educators relegate the subject to the background. Every Roman youth knew the common laws of his country, yet our young people are ignorant of the common law pertaining to every-day acts and misdemeanors.

It certainly seems time to consider the correlation of the school with the conditions of the age. When we have made the readjustment required, we may proceed with some degree of success to the concentration of studies. G. M. W.

Dr. Wilder, of the Cornell Brain Association, has made another appeal to educated and moral persons to bequeath their brains to the institutions for scientific study. In response to this letter, the society has already received eight brains, and has the promise of 25 others which are as yet being used by their owners. These latter include the brains of Thomas K. Beecher, of Elmira, and Mrs. McGee, daughter of the astronomer Simon Newcomb.

PRIMARY DEPARTMENT.

Arbor Day.

After an appropriate song, the first topic,—Uses of forests,—was taken up. By means of judicious questioning, some giving of information and the use of a bit of crayon, the following suggestive outline was evolved and placed in the hitherto blank space under the subject mentioned.

1. Furnish fuel and lumber.
2. Make soil.
3. Promote and regulate rainfall.
4. Protect country from destructive winds.
5. Hold water in soil, preventing floods.
6. Breeding place of birds and animals.
7. Promote health by using poisonous gases and giving off oxygen.
8. Source of wealth to a country.
9. Add beauty to scenery.

Following a similar plan with all the topics,* they finally read like this:—

FOREST PRODUCTS AND THEIR USES.

1. fruits for food.
2. lumber for { shelter,
manufacturing.
3. wood } for fuel.
coal }
4. bark }
roots } for medicines.
leaves }
5. leaves } for beverages.
berries }
6. Barks for tanning
7. tree-trunks for { ship-masts,
telegraph-poles, etc.

ENEMIES OF FORESTS.

1. Forest fires.
2. Lumber mills.
3. Factories.

COMPARATIVE VALUE OF FOREST PRODUCTS.

- 3 x all mineral products.
- 10 x all gold and silver (estimate for one year).

INTERESTING FACTS.

1. R. R. Ties.

All R. R. ties in use in the United States, placed end to end, would span the earth fifteen times at the equator or reach more than 20,000 miles beyond the moon.

Made from 30-year old trees last only five to eight years.

Must cut from 60,000 to 100,000 acres each year to keep supply.