

many mechanical operations can be satisfactorily performed by uneducated men, but it is allowed by all that a man whose intelligence has been cultivated, either in school or out of it, becomes a more reliable and more skilful mechanic. And how the possession of a certain knowledge of the Greek and Latin languages should incapacitate a man for the discharge of the active duties of life, or bar his way to preferment, we fail to perceive. He has passed through a complete gradation of mental discipline, his faculty of observation has been called into constant exercise, habits of accuracy and generalization have been acquired, and a greater mastery of the English language attained. And should he prosecute the study of these languages beyond the elementary stage, his mind is furnished with food for thought, his taste is correctly tutored, and his heart and intellect brought into most intimate contact with what is best in humanity.

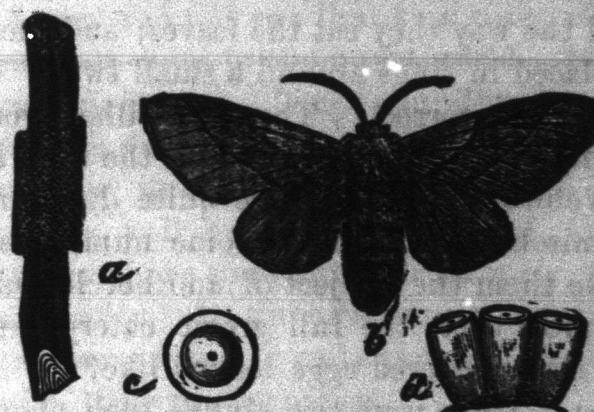
We have long entertained the opinion that it does not so much matter what subjects are studied in school or college, as *how* they are studied. If the only method of instruction is that of a dull, mechanical routine, and the only faculty appealed to—memory—the results will be very much the same, and as melancholy, whatever the subjects may be. But if there be the living presence of an accomplished, sympathetic, and inspiring teacher, the thought kindles itself at the fire of living thought, and the spirit grows by the mysterious contact of spirit. Linguistic, historical and scientific subjects become animate, because there is constant appeal to the reflective or imaginative powers; languages called dead live anew; the great and good of past ages are again instinct with life and passion; and even formula, which in other hands would only bewilder and puzzle, have their meaning and force made clear as noon-day. And what is of even greater moment to the community, a man of high ideas himself, his greatest ambition is to inspire with lofty principle, to inculcate clear and transparent conduct, truthfulness, honesty, unselfishness, modesty; an abomination of envy, hatred, malice, and all uncharitableness, and an indignation at every form of wrong and injustice.

In estimating results by examination papers it may, perhaps, be possible to ascertain the extent and intimacy of one's acquaintance with the subjects of study; but what means have been suggested by which we may gauge, and by what system of marking appraise the moral influence of the teacher? Perhaps it is this tendency, most prevalent at the present day, to value everything by the standard of utility, which aroused the indignation of Carlyle, and still moves Ruskin to utter words of bitter scorn against those who chant peans in honor of mechanical inventors,

More than ever, when pressure and competition are so great, when men push and jostle each other in the struggle for existence, and so many are asking "how are we to get a living"? is it incumbent upon all who have to do with the training of youths to endeavor to answer the question—"How are we to live"? And surely, as a practical question, there is none more momentous. It is, we believe, in the school-room and the college that the conditions are to be provided for the true solution of the great issues which are being fought out between the various sections of the community. Social questions, the relations between capital and labor, and others, can never be set at rest so long as people grow to manhood with such crude and really false notions respecting the rights and obligations of man. And hence we would unhesitatingly affirm that the education which in too many cases is provided for the youth of the present day, practical it is called, and the constant cry is for more of it, is at best a very imperfect instrument of intellectual training. The children cry for bread and they get only a stone.

#### FERNDALE SCHOOL.

No. 3. CLISIOCAMPA.



Eggs and Moth of the Forest Clisiocampa.

TEACHER. I promised to give you a lesson some time on the little rings on the twigs of the apple trees which you brought to the school near the beginning of the term. We have several of these twigs here, and I have drawn two kinds enlarged on the board, which I wish you to copy. Point out the drawings and see if they are pretty correct.

SCHOLAR. Yes. One kind at *a* in the first picture, and the other kind at *c* in the last picture.

T. Very good. These little rings you know already are clusters of eggs neatly arranged and cemented together by a moth. Please count the number of eggs in each ring.

S. 205 in mine—240 in mine—256 in mine.

T. Between 200 and 300 in each of your specimens.