

and used then in a vague, half-conscious way, has to be applied consciously, methodically, and throughout all cases. It behooves us to set before ourselves and ever to keep clear in view *complete living* as the end to be achieved; so that in bringing up our children we may choose subjects and methods of instruction with deliberate reference to this end. It must not suffice simply to think that such or such information will be useful in after life, or that this kind of knowledge is of more practical value than that; but we must seek out some process of estimating their respective values, so that as far as possible we may positively know which are most deserving of attention."

Mr. Spencer's next step is "to classify in the order of their importance the leading kinds of activity which constitute human life. They may be naturally arranged into—1. Those activities which directly minister to self-preservation; 2. Those activities which, by securing the necessities of life, indirectly minister to self-preservation; 3. Those activities which have for their end the rearing and discipline of offspring; 4. Those activities which are involved in the maintenance of proper social and political relations; and 5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings. That these stand in something like their true order of subordination it needs no long consideration to show." "We do not mean to say that these divisions are definitely separable. We do not deny that they are intricately entangled with each other in such way that there can be no training for any that is not in some measure a training for all. Nor do we question that of each division there are portions more important than certain portions of the preceding divisions: that for instance, a man of much skill in business, but little other faculty, may fall further below the standard of complete living than one of but moderate power of acquiring money, but great judgment as a parent."

Of course, the ideal of education is complete preparation in all these divisions. But failing this ideal, as in our phase of civilization every one must do more or less, the aim should be to maintain a *due proportion* between the degrees of preparation in each. Not exhaustive preparation in any one, supremely important though it may be; not even an exclusive attention to the two, three or four divisions of greatest importance; but an attention to all, greatest where the value is greatest, less where the value is less, least where the value is least."

We cannot further follow with so much of detail the course of Mr. Spencer's analyses and solution of his question: he takes in succession each of the five divisions above, and under each branch draws the conclusion that Science is the 'Knowledge of most Worth';—With his conclusion all must agree as they read along and are led step by step by his lucid statements and clear reasonings and well-chosen illustrations. His special applications of his views may be sometimes disputed, but even the errors of a wise man are instructive. There is not, however, in the essay and definition of Science; and the reader may be at a loss to apply the conclusion in accordance with the meaning of the writer, because of his lack. He seems to mean by science facts organized into system by true generalizations.* Thus he justly gives to history as it stands at present a low value as a branch of education, because it is a mass of unorganized and unorganizable facts. De Quincy (in his *Letters to a Young Man whose Education has been Neglected*) says that 'all knowledge may be conveniently divided into science and erudition'; and under such a division History must fall in the latter division, and thus in the knowledges that are of subordinate value. If we understand Science to mean, as we have said above, facts organized into system by true generalizations, it will readily be admitted that in each of the first four divisions of Mr. Spencer's classification such facts and generalization are the most important, and least liable to be depreciated as knowledges by advances in learning and investigation. This is less evident respecting the fifth division, but is manifestly true there to whatever extent science can be applied or used.—*Illinois Teacher*.

III. THE EDUCATION OF TEACHERS.

The Prussian maxim, "as is the teacher so is the school," does not express the whole truth. But while we protest against the teachers bearing the whole responsibility of the success or failure of his school, it is still true, that without a good teacher, a good school is impossible. This everybody understands, and the universal expression is, "give us better teachers." This demand is no less reasonable than universal. You will not understand from this, that our teachers, as a class, are wholly incompetent and unworthy. On the other hand, I can point you to hundreds of competent, faithful and successful instructors, with whom no fault can be justly found. And none are more ready to detect their own deficiencies than our

* Sir William Hamilton's definition, as we find it Worcester's Dictionary is worthy of citation: he defined science as a 'complement of cognitions, having in point of form the character of logical perfection, and in point of matter the character of real truth.'

best teachers; none more earnestly demand better facilities for educating their successors. Nor does it imply a want of competency in existing institutions, when we acknowledge the reasonableness of this demand. They devote themselves to a more miscellaneous work and accomplish their purposes with more or less success. Even in training teachers, along with their more general instruction, many of them have done excellent service, and will doubtless continue to do it, according to their ability.

But no arrangements which have yet been made by these academic institutions, have fully supplied the acknowledged want. The popular voice still calls, as it has called in years past, for some thorough and efficient system of Normal Schools.—*Annual Report of Maine*.

IV. THE POWER OF COMMUNICATING THOUGHT.

There is no doubt but the cultivation of the power of communicating thoughts to others is sadly neglected in all systems of instruction. They are adapted to store and strengthen the mind with truth more than they are to develop the faculty of expression. Men generally, perhaps, lack the power of communicating knowledge more than they lack knowledge itself. There should be a systematic course, extending through all grades of instruction, to unfold and improve this faculty. This might be done without adding any additional topic to the course of study. It might be introduced in the lower grade in connection with object lessons. After the 'object' has been examined carefully, let the teacher call upon John to rise and tell all he knows about it. By so doing the young tyro is learning to declaim, extemporize, and communicate his knowledge. Or, it may be done in connection with reading, by calling on the pupil to give the substance of the lesson or paragraph just read, in his own language, the teacher correcting errors and assisting him in the right use of the English language.

The teacher, in every branch of study, should make it a point to secure accuracy and propriety in language from the scholar: not by forcing him into the rote system of memorizing the language of the text-book which so completely sacrifices the spirit to the letter, but by constantly training him into the habit of clothing his thoughts in proper language, so that it becomes unnatural for him to do otherwise.—*Illinois Teacher*.

V. PLEASANTRY USED FOR REPROOF.

Every teacher should diffuse about him the light of a pleasant countenance. A few months since, an individual visited a school on a general exercise day. When he entered the boys were reading compositions. One of them gave a very amusing account of a poor little pig, which he and some of his companions had been teasing and had afterwards tried to kill,—the wicked fellows. They tied the little creature to a tree, then placed a small cannon about eight feet from it and fired. The pig broke away and escaped much to the surprise of every one.

At the close of the reading, the teacher, who had previously examined the compositions and noted the misspelled words, said, "scholars, do you want to know why master Harry didn't kill the pig?" "Yes, sir." "Well, then, I will tell you. He had a very poor cannon; and that wasn't all. He had poor ammunition too."—There was a titter throughout the school room, but in a moment all was still again, and happier for the merriment; and master Harry will probably remember hereafter how to spell cannon and ammunition.—*Mass. Teacher*.

VI. Papers on Educational Institutions, &c.

1. THE ENGLISH COLLEGE OF PRECEPTORS.

This Institution was founded in 1846, by a number of the Principals of schools, who felt that the position of the private teacher was endangered by the rapid improvements which were being made in the training and education of the masters of schools of a lower grade, supported, in part at least, by the State. So well-timed was the movement, and so energetically was it sustained, that in about six months no less than 600 persons engaged in education had enrolled themselves as members of the college, which received the support and sanction of many of the most distinguished friends of education. Examinations of a professional kind were at once instituted, and considerable numbers of young men engaged in teaching were examined every half-year, receiving certificates of proficiency in various branches of knowledge. At the same time, strenuous exertions were being made to obtain a royal charter of incorporation; and this important object was at length achieved in March, 1849.