

character, to prepare and fit for activity and usefulness in life."

True education consists in teaching and training—the latter as much as the former, in developing and directing as far as possible the natural powers. To leave out of count the physical side of our nature, which is sadly neglected in our whole system of education, it might be expected when attention is so exclusively devoted to mental education that nothing of fundamental importance would be overlooked or neglected. But what is the fact? The fact is that one of the most valuable of our natural faculties is scarcely even recognized in ordinary methods of education, and has to depend entirely for development and direction upon chance and circumstance.

A very ancient and high authority on education, and many other subjects, emphasizing the importance of the education of the will and the development of the power of self-control has said, "better is he that ruleth his spirit than he that taketh a city." And the same writer in another place insisting on the advantage of early attention to education says, "train up (educate) a child in the way he should go, and when he is old he will not depart from it."

The natural faculty which receives the least attention in our much vaunted and many-sided education of the day is the *will*. And this is the more remarkable and the more lamentable when it is considered how much depends upon its development and direction. Without entering into metaphysics the will may be said in a general way to be the dominant faculty of the mind. Without it the finest abilities and the highest attainments are of little value. It gives practical direction to the life. With weak, untrained wills we are swayed about by our emotions, driven hither and thither by circumstances, or led

by companions whither they will. Our days are spent in dreamy reverie or in fickle sitting from one abandoned purpose to another. The weak will attempts many things but accomplishes nothing. It is the explanation not only of most of the failures in life but of much of the wickedness in the world. To succeed in life—in anything—to do right, requires a firm resolve, a steadfast purpose, a strong will; to fail is easy always. If this were generally understood and recognized parents would be found congratulating themselves on the strong wills of their children, instead of complaining of them, developing and directing instead of breaking them. As it is, the will that is strong enough to survive the vicious methods of the home is almost sure to make its mark in after years, while the weak will grows weaker still for want of intelligent exercise till it is practically worthless for any intelligent direction of the life. Of course there are a great many praiseworthy exceptions in home training, but *vicious* is not too strong a word to qualify the methods too generally followed of bringing up children. The baby from the beginning must have everything it cries for, whether good for it or not, whether convenient for the mother or others, or not. It might hurt itself, crying! And, then, it is so much easier to humour it than to teach or train it. So the foundations are very easily laid for future trouble. By the time the child is a year old it has learned to gratify its every impulse, and has not learned the first lesson of self-control. Even then, except in rare instances, there is no attempt made to develop or direct its powers of self-control. So little is expected of children in this direction it would be wonderful if much were realized. Very often the child's first lessons in self-control are learned in the primary school when it is five or six years old, and when its