

tactics, and deliver learned lectures on the art of war, and thus expect to make efficient soldiers of them; but he immediately puts a gun into each man's hands, and begins with the alphabet of the manual of arms, and drills him in the squad, battalion, regiment and alone, day after day, hour after hour, until he has completed the manual of arms, and is as quick to use his weapons; as he is a part of himself, and with as much precision; then is he ready and not till then, to march to the battlefield and enact the perilous duties required of him there.

This is the kind of training, the results of which will abide, and *this very same kind of training* applies to the mental as well as to the physical man.

"Considering the mind as a unit, its various faculties may be viewed as the instruments through and by which it acts. Some of these are: observation, perception, conception, attention, memory, judgment, discrimination, taste and will. And some of the habits to be formed are: industry, patience, perseverance, caution, order, method and exactness." How shall these powers be trained, and these habits established? Just as the officer trains his men, or the mechanic his apprentice, and in no other possible or conceivable way. Is it any more preposterous for the carpenter to array his chest of tools before his apprentice and harangue him upon their uses, than for the teacher to summon before him these faculties in the person of a pupil, and descend upon the relations and uses of his (the pupil's) powers, and then send him away? Yet how many teachers do this and but very little more. The teacher or the book tells the scholar about grammar, arithmetic, geography and history; the pupil remembers what is told him; he repeats it at the examination; friends applaud, parents blush and smile, and thank God that their children are being educated.

But are they being educated? Has the perception been aroused and trained to act? Have your pupils been taught to observe and receive with avidity each atom of knowledge as it is presented, strengthening, and, by assimilation, making it a part of their own minds and matter? Yes, have all the faculties been aroused, and trained systematically? Have they gone up step by step, securing a firm and steady footing on each round of the ladder, before the next was taken? If not, they are hardly educated, but are simply filled, and are as helpless as the little kegs filled from the great vat. Then it becomes us to make our work practical, to train our pupils to apply the knowledge which they receive to every day life.

Very frequently do parents complain that their children are not progressing satisfactorily, that they are not "going through the book" as rapidly as they would desire. Be careful that you do not estimate the attainments of your child by the number of lessons it has learned, or by the shelves of duodecimos or octavos it has perused. Ascertain whether your child is able to accomplish anything, whether he is master of his present situation, whether his memory, his observation, his perception, and other faculties are being trained by activity. And here let me remark, that all can not attain to the same force and skill in the use of their intellectual powers. There is a great diversity of natural endowments, which no education can overcome, or in the least diminish, and how wisely has it thus been ordered. In some the faculties of observation and will may predominate; in others attention and judgment; in others still, discrimination and taste; while all have special faculties adapted to his or her career in life, and they should be sought out and effectually trained, in order that each may play well his part in the grand and eventful drama of life.

And again: this training can not be achieved in a day, it requires time, the work must progress slowly and carefully; but when it is attained, its benefits are unspeakably rich and enduring. The faculties by long training and continued use, become almost self moving. The reasoning powers are sharpened until the complicated elements of a proposition are sifted with the celerity of thought, and thus argument enters into the safe harbor of logical conclusions, while the undisciplined mind is floundering still in the depths of obscure conception. Practical questions of the day are seized and solved by the disciplined thinker and observer, before others are able to perceive any way of escape from the perplexing intricacies which they seem to present.

Let two young men of equal natural abilities be instructed for the same length of time; one on the principle that knowledge is the chief end of education, and the other, that the great end is to form right habits by rigorous training, and then let them be left to make their way in the world. Though possessing less information at the outset, you will soon see the latter distancing the former in the great race of life. You will see him hewing his way through obstacles which are invincible by the other with all his knowledge, and sooner or later, he will distance him in the acquisition of knowledge, for with his trained powers, fully equipped, he is able to inform, *instruct*, yes, *fill* himself.

Finally, let me ask the question, are we training, truly educating our pupils? Or, are our voices heard in the school-room, day after day, grinding away in ceaseless moil, pouring forth labored sentences, fraught with obscurity to the immature intellect, and carrying with them clouds of blinding sands and seas of untold perplexities? I know there are innumerable difficulties which present themselves; that the work is arduous; but let us do more systematic training, more true educating, and we may be gratified and rewarded in the end by seeing our pupils grappling and conquering all intellectual obstacles, climbing onward and upward to the pinnacle of fame, being borne thitherward by their trained intellectual forces. — *National Teachers' Monthly*.

HOME JUSTIN CLARK.

Culture and Facts.

There are fashionable words which every body uses, but of which nobody knows the exact sense. Inquire what they mean and your question is answered by its own hollow echo. Words of this kind are the fractional currency of thought, they pass from hand to hand and every body accepts them because his neighbor does the same. They have a conventional value that frequently is no indication of their inherent worth. They belong to the class of terms and adjectives that are so expandable as to suit all the requirements of polite life. Good, nice, splendid, delightful, have no definite social meaning, they are used indiscriminately for almost any quality from execrable to excellent. They are conventional terms which are passed not at their proper but at their conventional value.

A friend of mine sometime ago attended with me a wretched performance, in which the principal actor, an acquaintance of each of us, took the step from the sublime to the excessively ridiculous with the coolest unconsciousness imaginable. On our way home we were joined by our acquaintance with the radiant smile of artistic triumph on his face. Sooner than expected he asked the dreaded question: "How did