

it moves across the country." All this is perfectly true, and the ignorance is by no means confined to the children in the public schools. Few of the teachers are any wiser; and as for outsiders, the statement is just as true of them. A proposition has been made to remedy this condition of things. The teachers are to be instructed in the use of weather maps, after which they will be expected to teach their pupils—not scientifically, in one sense of the word, as that would require too much time and study, but in a way to give the pupils of the higher schools such a knowledge of the topography of the atmosphere that upon examination of a weather map they may have at least a rough idea of what weather may be expected in the vicinity.

Whatever may be thought of the practicability of this new scheme, whatever complaint may be heard—as there will be undoubtedly—about the introduction of any additional subject into school courses already overcrowded, there is a significance in this movement which does not lie upon the surface and may therefore easily be overlooked. It is in the line of recognition of the truth of Herbert Spencer's definition of education—"that which teaches men how to live." It is customary in certain quarters to lament over the "practical tendencies of the age," and deplore any concession in educational fields to the popular demand for practical instruction. The only objection ever yet made to the introduction of manual training was that it looked like a movement to teach children how to earn their living! Education, according to these objections, is a very different affair: it is growth, evolution, development, intellectual unfolding; it has reference only to the brain and the spirit; to the acquisition of mental treasures; to acquaintance with the grandest utterances of poetry and philosophy, particularly those of ancient time; it is familiarity with the history of the world and its wars through all the ages. Education, they declare, is his only, and the moment the bread and butter question is introduced into our schools, the minute that public instruction is based upon an idea of fitting a child for his future in the sense of making him better able to earn money,—then education is degraded, all its high ideals are sacrificed, and man is allowed to remain upon a low and debasing plane. But of what use is growth, evolution, intellectual unfolding, if it cannot be made to serve for the proper preservation and maintenance of the physical as well as of the mental man; for the family as well as for the individual; for the state as well as for the family? And is not all healthy, wholesome, human life based first upon physical knowledge and its correct application? Is not the mental life