harm, be entirely discontinued in the present state of society, and can be attained at any future period of life by self-study? 2nd. What subjects of study have the best influence in developing practical judgment, and, in general, the minds of the pupils? This is a very important point, for, as stated in our article on "Practical Training" (see page 257, September number,) most branches, so far as taught in our public schools, are merely exercises of the memory—and what is the worst feature of it—a mere mechanical memory for words and names.

The study of Latin and Greek became prevalent in olden times, for the simple reason that the former principally was the only language by which ambassadors, statesmen and churchmen could hold conversation with foreign Courts and with each other, when nations mingled but little together and could not speak each other's language as they now do, and when the principal works handed down to us from posterity were nearly all written in these languages; and also for the reason that so little was known, in those days, of other matters, that it was impossible to keep students busy except by acquiring the classical languages. But times have so changed now, that if a man wishes to become eminent in one particular branch of science or literature, the whole study of a lifetime must be devoted to it. In practical knowledge the ancients were like mere children to the present generation, and we can learn scarcely anything practical from ancient writers; therefore, we are forced to the conclusion that the teaching and the occupation of a youth's time at school, who is destined for a learned profession, and whose parents can afford to give him a collegiate education, should be of such a kind as is suitable to that end; but that the youth destined to be a mechanic, and whose parents can only afford to keep him a few years at school, should not be obliged to follow the same studies in class with the student for a profession, and which he never can complete, but his time should be devoted to the acquisition of those branches of knowledge of practical use to him in the trade he is to follow, and not thrown away in acquiring a mere smattering of classics and mathematics. This is a grave error, even a serious wrong, and needs reform.

Writing, reading and arithmetic, geography and history, have for some time been considered necessary branches to be taught to all pupils in our public schools, and they are doubtless most important for every boy and girl to learn, but at the same time might be taught a general knowledge of the earth on which we live, of the various nationalities which partake of the advantages it offers, and a sufficient knowledge of practical geometry for mechanics. There are other branches which should be also taught, but which could be more readily impressed upon the mind in the form of lectures, accompanied by illustrations and proper diagrams, such branches as astronomy, anatomy of the human frame, geology and botany. The way in which many of these branches are taught in most schools makes the studies distasteful by confining the students to recitations from mere text books, when, if taught by lecture and made both amusing and instructive, would be comprehensive to the mind of the youngest child. We confidently believe that more real knowledge could be acquired by illustrative teaching in one year than by our present system of text books in two. These studies, combined with natural philosophy, would explain those phenomena of nature immediately surrounding us, and are the best basis for religious culture, as they teach all respect and admiration for the wonderful powers which pervade the universe.

In regard to drawing, which in several previous articles we have advocated, it is a branch of tuition of the utmost importance, and which is receiving the greatest consideration in the public schools of the United States and European nations, as evinced by the examples exhibited from schools at the recent international exhibitions; it is a branch which we may say is altogether disregarded in the common public schools, and yet it is one of the most essential studies for a mechanic; moreover, it has a most beneficial influence in the development of the mental faculties. A pupil who has learned to draw has always a better developed mind than those ignorant of the art. Drawing we should recommend to all, and pupils may be put to it quite young, especially when they possess some natural talent and like it. It requires, however, an able instructor to make the pupils reap all the benefits. This is the case with all the branches of study, especially those that are more influential in developing other faculties of the mind than a parrot-like memory, against which we always most earnestly protest, but which unfortunately is the most cultivated, as by it the pupils make the most striking display at public examinations, at the expense, however, of other and much more important mental faculties, which become crushed by the over-straining of the faculty of memory for words and sounds.

The above are only suggestions, the further development of which we leave to the reflecting reader. We have no doubt that many will agree with us that there is a necessity for reformation in the method of teaching and in the branches of education taught in our public schools, and of the unnecessary expenses parents are put to in the purchase of new books, many of which are merely the productions of some political pedant, and are in no way superior to other text books of the kind, and frequently far inferior. The cost of unnecessary books required now in public schools is becoming most vexatious to parents of large families, who can ill afford the expense. In many instances the child has hardly learned a few pages of a newly purchased book when it is thrown aside for another. It is high time that only certain standard books should be used in our public schools, when the change is merely for another work, to obtain the same end in different words, often to the confusion of the pupil.

In conclusion, we may add that we by no means would insist upon following the same course for all pupils; let those who love music and have a natural disposition for it, obtain some preliminary knowledge which will aid them afterwards to devote more time to it, as music is a study which, in order to acquire even the smallest degree of proficiency, requires more time than can be given to it in any public school; but whatever branch of learning is taught in our public schools, let it be so practically taught that it will be thoroughly understood by any child of ordinary intellect, who, if thus practically instructed in early life, would, when his memory grew stronger and his intellect ripened, far excell in general ability the boy with the parrot-like memory, who stands first in public school examinations and is the teacher's prodigy, but often does not come up to even mediocrity in after-life.