

broils are a natural consequence, and they result in a continual change of teachers. Each successive teacher has his own hobbies, his own plans of government, often his own text books, always his own character. So there is effectually no system. The schools are in a state of confusion. But besides this, there is a point far more difficult to reach. This is to correct the habits of study. Do we not know that the universal tendency is towards superficiality? That the child is also taught to practice deception by the very plan of recitation? Because, if he does not know his lesson, he invariably pretends to know. Through the stimulus of praise and rewards, he still cultivates his deceit. He thus very often grows up two-faced and superficial. In this enumerating we have yet left out many grosser defects in the child's education, arising from the incapacities of the teacher, from the copying of his character, his hobbies, etc. If we extend our observations to the graded schools, we find that these imperfections are only multiplied. The desire for the pupil to advance, both on the part of parent and teacher, beget in him habits of snattering, and shallow understanding of what he goes over. His mind thus grows weaker rather than stronger.

So we see that there is not only room for error, but that great error exists in our schools. Children grow up through them and do not acquire more than half the real strength of mind that they should acquire, yet possess themselves of evil habits, both of thought and action, that they never can shake off.

But let us carry our research still farther. Let us glance for a moment into the college life. This comes nearer home. It is true we come to the place where good and learned men have jurisdiction, but we do not exalt the facts when we say that here we find still more startling wrong. And why? Plainly because we are further down a stream which, in very small rills, once barely flowed on this side of a summit that is pure and high, but

it descended more and more rapidly as it bore farther and farther away, and it has arrived at the precipice where it pours over forever.

The meanness of college life is proverbial. Students have access to every kind of vice. They generally improve their opportunities to such a degree that we scarcely know where to find more scalliwags and miserable scamps, as well as chuckleheads and jobbernows. We venture to say that there exists as much real downright ignorance among college students, as amongst any other class. A few come through college with strengthened minds, and are men, but for one of these there are perhaps a hundred who enter but haven't the strength to go beyond the Sophomore year.

Habits always grow, unless they are manfully corrected. Students in college are only embodiments of habits stored up at home, at the common or graded schools. So, we find a small minority who have become, in some degree, masters of themselves. The greater number are simply "horned cattle." At college, if anywhere we find examples of the fruit which has grown both from the seed that "fell by the wayside" and that "which fell on good ground;" the great extremes of human life. Then what do we conclude? Plainly this, that the great majority of college graduates, as well as students, have no real physical or mental energy. This we find verified at every commencement. Hence colleges entirely miss their aim. Their graduates, as a class, are decidedly thin and weak. Their minds are not as strong as they were at ten years of age. Many bright boys have gone over the curriculum, and by the process of cramming have become duller and more superficial from the very day they entered college. Hundreds complete their college course every year, let it be said in a whisper, but would that it were whispered throughout the land, who cannot actually pass an examination through common fractions, in Arithmetic, or who cannot, with safety to