We are happy to learn that our modest and far-famed contemporary has a large and increasing subscription.


---

A correspondent has called our attention to the following passage in Swedenborg's "Arcana," as containing an anticipation of Goethe's "Theory of Color." The Goethean idea, it will be remembered, is that there is but one primary, namely, white light, and the negative darkness, and that color is the mixture of these two. In the "Arcana Coelestia," sec. 1042, Swedenborg writes: "In order to the existence of color, there must needs be some substance darkish and brightish, or black and white, on which, when the rays of light from the sun fall, according to the various temperature of the dark and bright, the rays are divided, some more or less from the darkish and black, some more or less from the brightish and white, and hence arise their diversity."

---

ERRATUM.

In the Dial for October, p. 231, for "Confession of the Moderator," read "Confession of a Witness to the Moderator."
originality itself; and just in a degree coequal to the extent or depth of the originality. The greatest, the divinest genius is persecuted to death, even unto ignominious death; a moderate degree of inspiration is merely hunted through the world; a lighter share of originality is allowed to waste itself in neglected poverty and soul-chilling solitude. For it is not, we surmise, always true that the measure of the world's acceptance of genius is the index to the profundity of that generic love. Had it been so, the world ere now would have been in a more loved position than self-confessedly it is. Loveful utterances in the deepest tone, loveful actions in the gentlest manner, have been spoken and enacted in the world's theatre, and the records of them still remain, kindly appealing to humanity for a response. Yet it comes not, we say, that when Orpheus, as in the mimic theatre, the spectators vehemently applaud each virtuous representation as it passes before their eyes, but as instantly forget it. Influences pass over humanity as the wind over the young trees; but the evanescent air is not the abiding sap. Manifestations of genius have not generally induced men to seek a closer union with the generic power. We lack even imitative amendment.

Scarcely, therefore, can it be granted that the want of success, which so frequently characterizes the career of genius, is attributable either to any deficiency of love or want of exponential ability on its side. Something, nay much, depends on the construction of the receptive vessel. The finest wine must be inevitably spilt, if poured upon a solid marble sphere; not even nectar itself could be retained in a seive; and let us recollect that genius is ever too ready to pour forth its offerings, to consider critically the state or nature of the receiving mind. The mind supposed to be recipient will be found not seldom to be repellant, and even when frankly disposed to receive, often finds the task too difficult at once to comprehend that which emanates from the progressed being. The sun steadily shines on, though by its beams the swamp exhales miasma as the peach deliciously ripens. Undoubtedly the self-complacent auditor may construe a fensive axiom, or what is familiarly designated a truism, and pronounce that if genius had love enough, it never could appeal to us in vain; with love enough, the most

strong-hearted must be moved. This is of course a tenable position. With two such excellent diplomatic "peace-making" words in one sentences as "if" and "enough," no doubt can be raised against the veracity of the aphorism. But in our estimation that code of morals does not rank very high, which would establish a divine origin by proof drawn from the results of the action. It is needful to act, to act morally, genetically, generatively, before results can be, and all the results can never be known to the individual. Confirmation may possibly, in some points, be gathered from observance of consequences, but it is rare that anything beyond matter for useful and modificative reflection can be gleaned from that field.

No; it is sadly, sorrowfully true, that there are rocks so adamantine, brutes so unyieldable, that not even in the mimic theatre, the spectators vehemently applaud each virtuous representation as it passes before their eyes, but as instantly forget it. Influences pass over humanity as the wind over the young trees; but the evanescent air is not the abiding sap. Manifestations of genius have not generally induced men to seek a closer union with the generic power. We lack even imitative amendment.
fact themselves the persecutors; and to their ears let the
truth be whispered, that while the false prophet endeavors
to raise a public clamor concerning his supposed oppres-
sions, true genius silently suffers.

When with honesty, integrity, and clearness, the critical
interpreter's work is performed, the public are not a little
assisted to a just appreciation of generic ideas of a really
novel character, that is to say, coming out of the new
spirit. In every department of literature and art, there is
much debris to be turned over to discover the solitary j ewel;
much dusty winnowing is needful for the separation of
the true germintive grains. No extent of labor is however
too great, if the above named conditions are complied with.

These observations appear to be called for, as introd uctory
and explanatory of our present purpose. In some
degree appropriate to any mental production, they are pec-
uliarly applicable to the case before us. The fate of na-
tions, as of individuals, is ever to look abroad for that
which they might find at home. Articles of food, dress,
omnament; new cloth, new patterns, new ideas, are to be
imported by ship, instead of being wrought from our native
soil or soul. That, which is brought from a distance by
great labor, is, for no better reason, highly esteemed, while
the spontaneous home product is unused. By the same
law, the native prophet is unhonored; the domestic author
is neglected.

Goethe, in his fatherland, after many industrious years
of exposition, earns a moderate respect, while in England
his mystic profundity is appreciated, and in America he is
placed on the pinnacle of renown. Carlyle, in his native
England coldly and slowly admitted to the ranks of genius, in America is kindly regarded
as one of the brightest stars in the literary horizon.

And, not to mention others, Alcott, almost utterly neg-
lected by contemporaries, must seek his truer appreciation
beyond the great waters; and in the quietest nook in Old
England behold the first substantial admission of his claim
to be considered the exponent of a divinely inspired idea.
New England, failing in honor to her children, and having
no newer and more youthful country to accept and reflect
their merits, may receive the award of the old land.
The first really spontaneous, vital, and actual welcome,
and assiduity is constantly an attribute in true genius. The seed, buried in the dark earth, germinates, under the favorable conditions of spring, at some inappreciable point in time. Of the radiant sun at noon, while we say it is, it is not. Thus of every decisive manifestation. But to man is awarded another course. Through the law of industry he is to elaborate those divinely generated conceptions, to whose inbirth time is not attributable.

The God-born idea is not an impulsion, but an inspiration; not a personal pleasure, but a universal happiness. It is not a fluctuative influence, as is frequently fancied, which comes sometimes and then departs. It is not a momentary stimulus, which urges us this morning to write a book, to build a church, or to visit the sick; and this afternoon leaves us tired or disgusted with the effort. Quite the contrary. It is a permanent, abiding, substantial pressure, which allows not the youthful artist to dissipate the holy mornings of spring in dreams of deeds he never will realize, but continually energizes his soul to action. Impulse is more dangerous than steady inanition. Dull pretension never will mislead; but the impulsive and influential, the sometimes good, the wavering, are on all occasions, both to themselves and their susceptible neighbors, sources of disappointment and unhappiness.

Cordial therefore as was the joy with which the idea of a deep and true spirit-culture was hailed on this occasion, the satisfactory results were not throughout obtained, in default of efficient human instruments.* Those who received most truly were personally too aged and too unexecutive; and the appointed executive, though occasionally enraptured with the thought, was too desultory and impulsive to realize so grand a scheme. But even with this universal developed. Permit me, therefore, dear Sir, in simple affection, to put a few questions to you, which, if answered, will give me possession of that information respecting you and your work, which I think will be useful to the present and to future generations of men. Also a mutual service may be rendered to ourselves, by assisting to evolve our own being more completely; thereby making us more efficient instruments for Love's work, which is carrying forward the work which it has begun within us. The Unity himself must have his divine purposes to accomplish in and by us, or he would not have prepared us as far as he has. I am, therefore, willing to withhold nothing, but to receive and transmit all he is pleased to make me be, and thus, at length, to become an harmonious being. This he can readily work, in the accomplishment of his primitive purposes. Should you think that a personal intercourse of a few weeks would facilitate the universal work, I would willingly undertake the voyage to America for that purpose. There is so decided and general a similarity in the sentiments and natures addressed in the account of your teaching, that a contact of spirits so alike developed would, no doubt, prove productive of still further development. Your school appears to work deeper than any we have in England; and its inner essential character interests me. If an American Bookseller will send over any of your books to his correspondents here, I shall be happy to receive and pay for them.

In the year 1817, some strong interior visitations came over me, which withdrew me from the world, in a considerable degree, and I was enabled to yield myself up to Love's own manner of acting, regardless of all consequences. Soon after this time, I met with an account of the Spirit's work in and by the late venerable Pestalozzi, which so interested me, that I proceeded at once to visit him in Switzerland; and remained with him, in holy fellowship, four years. After that I was working, with considerable success, amongst the various students in that country, when the prejudices of the self-made wise and powerful men became jealous of my influence, and I was advised to return to England, which I did; and have been working, in various ways of usefulness ever since, from the deep centre, to the circumference; and am now engaged in writing my confessions, experiences, as well as I can represent them in words, and in teaching all such as come within my sphere of action. Receptive beings, however, have as yet been but limited, and
large drawback there yet remained so striking and prominent an approach to good men's hopes, that, notwithstanding the supposition of introducing impossible novelties, the number of individuals moved by the example is sufficient those who permanently retain, have been still less; yet, at present, there appears a greater degree of awakening to the central love-sensibility, than before. I see many more symptoms of the harvest time approaching in this country. There is, at present, an obvious appearance of the Love-seed beginning to germinate. Such of the following questions, as you may think calculated to throw any light upon what you are doing, I shall be obliged if you will answer, with any other information you may feel disposed to supply, for the universal good.

1. Do your instructions entirely follow the universal ideas; and are they connected with any peculiar sect of religion?
2. Are you, yourself, satisfied with the results that appear?
3. Have you had many difficulties to overcome?
4. How early do you begin to act upon children?
5. Is a day school or a boarding school best to carry out your views?
6. Have you found any one able to assist you?
7. Can mutual instruction avail anything?
8. Does the moral influence decidedly dominate over the intellectual in the children?
9. Are the parents willing to let you have the children?
10. What religious sect works most favorably with you?
11. What sect works most against you?
12. Do the children that have come from other schools show any preference to yours?
13. To what age would you keep the children?
14. Do you think that your mode of instruction could be easily nationalized?
15. Is your mode of teaching compared with other modes, or is it estimated with relation to the end sought?
16. Do the children soon begin to perceive the power of the end that you have led them to?
17. Are inner tranquility and inner thoughtfulness results of the primary purpose?
18. Do you find that the exercise of the inferior faculties neutralizes what you have done?
19. Can you make all branches of instruction relate to the primary purpose?
20. Do the girls make greater progress under you than the Boys, and are they more grateful for the results?
21. How do you rank music, singing, and dancing, as means?

22. Has sound a more universal influence than sight?
23. Are the poor children more easily acted upon than the rich?
24. Do the children feel at a loss, when they are removed to another school?
25. Can you act with more effect upon strange children than upon your own?
26. Is the spirit of inquiry considerably deepened, and does it take an eternal, instead of a temporal direction?
27. How many scholars would you undertake to instruct in the manner you are acting?
28. Do you consider the mode in which you have fitted up your school room as very beneficial?
29. Is it for ordinary purposes, or only for instructions?

The child has two orders of faculties, which are to be educated, essential and semi-essential, or in other words, roots and branches.

Radical faculties belong to the interior world, and the branchial to the exterior. To produce a central effect on the child, the radical faculties must be first developed; to represent this effect, the branchial faculties must be developed. The radical faculties belong entirely to Love, the branchial to knowledge and industry.

It is imperative upon us to follow the determination of the radical faculties, and to modify the branchial always in obedience to the radical. It is the child, or the Love-Spirit obey, and not suffer the Parents or any one else to divert us from it. Good is not to be determined by man's wishes, but Good must originate and determine the wish. The Preceptor must watch attentively for every new exhibition of the child's radical faculties, and obey them as divine laws. We must in every movement consider that it is the Infinite perfecting the finite. All that is unnecessary in the external must be kept from the child.

The Preceptor's duty is, as far as possible, to remove every hindrance out of the child's way.
Not many years have revolved since scholastic modes had sunk to so low and miserable a point, that almost simultaneously a Pestalozzi, a Neff, and an Oberlin, were enabled to shed around them no small lustre, to acquire in the closer he keeps the child to the Spirit, the less it will want of us, or any one else. The child has an inward, sacred, and unchangeable nature; which nature is the Temple of Love. This nature only demands what it will give, if properly attended to, viz. Unfettered Liberty. The Love Germs can alone germinate with Love. Light and Life are but conditions of Love. Divine capacities are made by Love alone.

Love education is primarily a passive one; and, secondarily, an active one. To educate the radical faculties is altogether a new idea with Teachers at present. The parental end must be made much more prominent than it has been. The conceptive powers want much more purification than the perceptive, and it is only as we purify the conceptive that we shall get the perceptive clear. It is the essential conceptive powers that tinge all the consequences of the exterior conceptive powers.

We have double conceptions, and double perceptions; we are throughout double beings; and claim the universal morality, as well as the personal. We must now educate the universal moral faculties, as before we have only educated the personal moral faculties. It is in the universal moral faculties that the laws reside; until these laws are developed, we remain lawless beings.

The personal moral faculties cannot stand without the aid of the universal moral faculties, any more than the branches can grow without the roots. Education, to be decidedly religious, should reach man's universal faculties, those faculties which contain the laws that connect man with his maker. These reflections seem to me to be worthy of consideration. Should any of them strike you as worth while to make an observation upon, I shall be happy to hear it. Suggestions are always valuable, as they offer to the mind the liberty of free activity. The work we are engaged in is too extensive and important, to lose any opportunity of gaining information.

The earlier I receive your reply, the better. I am, dear Sir, yours, faithfully. J. P. Greaves.
that the human soul is but a capacity, more or less extensive for the reception of impressions to be made upon it by surrounding objects through the external senses, seems to be the darkest, the most deathlike predicament in which humanity could be entangled. When Bacon, with manly and original vigor, encountered the school verbiage, into which discipline had fallen from those realities which the Aristotelian forms once represented, it is quite certain he could not have anticipated a mistake on the part of his pretended followers, equal to that into which the school men had erred. They had indeed forgotten the superior half, the half of science of their great and brilliant prototype. The worse result of this error is its very general diffusion. The notion and the language of it pervades all ranks, much to the unmanning of humanity. Even now it is maintained that external objects strike the mind. When driven from this absurdity by the evident truth that the mind must be the actor, the first mover, and act through the senses upon the object; it is re-urged that the object acts upon the retina of the eye, making an impression there and, through it, upon the mind. If this be followed up by showing that the object never can be the subject or actor; that the objective case is not the nominative case; the charge comes forth of verbal and unworthy distinctions with which the practical man will not trouble himself. We may appeal to the current language employed in every-day life, through the mouth and through the pen, for proof to what an extent this depressing idea prevails of man being passive to surrounding objects. It has in fact grown up into a sort of philosophy. The potency, the creative influence of circumstances is constantly pleaded, as the cause and excuse for a state of existence we are too idle or too indifferent to amend. No scholastic jargon, or idols of the mind, as Bacon called them, which his Novum Organum dethroned, could have exceeded in direful force the prevalence of this circumstantial philosophy. Sincerity is the youthful attribute. Deference to things which exist, to persons placed in authority over youth, either by natural laws or social custom, is much more common than is supposed. When they discover at every turn their native vivacity repressed, and their spontaneity checked, by the most solemn assurances and uniform practice which could possibly be realized for a false theory, it would be wonderful indeed if they skeptizized upon the subject. This being also the tenet of our most progressive outward philosophers, it has the charm of apparent advancement which youth demands. It thus has an interior as well as an exterior popularity, through which few minds, it seems, have power enough to break away into higher, clearer regions. To borrow an illustration from the binder, the business of instruction is similar to that of gilding and lettering the backs of the books; putting ornaments on the edges and outsides of the leaves; while the process of development treats humanity as something more than a mere capacity to receive. It treats each individual as a book containing sentiments of its eternal author; not indeed born with expressions of ideas in forms, such as have been before employed; but a book which, when opened, when permitted to open, in daily intercourse with outward things, leaf by leaf, will unfold itself in modes and expressions ever new and beautiful. By treating the mind as a subservient passive blank, we go far to make it so. Dark prophecies are not unfrequently realized by the malicious efforts of the prognosticator. We must have faith for better success. Not only is the human soul comparable to a book in respect to the fact, that there is a progressive opening for an inner idea, occultly present previous to the development, but also in this, that the human soul is capable of a conscious union with the thread that passes through its inmost being, and binds all its leaves together. There is this intensive education, so generally remitted to the later incidents in human life, as well as the extensive and discursive education, which school development comprehends. In but one man does it seem to have been the pervading, the life-thought, the ever-present idea. Granting that Pestalozzi had an intuition of this inmost fact, and that much of his own proceeding had in view its realization in his pupils; yet from its obscurity in him, or the unpreparedness of the public mind, it was not declared in that lucid manner in which it now is announced. His interrogative mode too was so much more appropriate to the unfolding of a quick intellect than of a gentle heart, that we can scarcely attribute to him the design of directing the soul
to that one needful knowledge without which man is not man, life is not life.

Each of these principles has a mode. Instruction delivers its dogmas, Education interrogates, Spirit-culture is by conversation; conversation not in its narrow sense of idle talk, but in deep communion by tongue, pen, action, companionship, and every modification of living behavior, including that of its apparent opposite, even silence itself. Instruction may be Pythagorean; Education, Socratic; but Spirit-culture is Christ-like. Being the latter, it is also the two former, as far as they are consistent with pure intellectual affirmations, and spontaneous love.

Conversation, communion, connexion of heart with heart, the laying open of unsophisticated mind to unsophisticated mind, under the ever prevailing conviction of the Spirit's omnipresence, are the modes and the principle of Alcott's annunciation to mankind. Throughout and throughout he would have the One Omnipresent recognized in actual operations, even as in the title to the chapters in his published work. Without embarrassing the subject with the question, whether all improvement is bounded by this discovery, and whether so great a consummation remained for so humble an individual, one placed just under our own eyes, whom it is no rarity to see and hear, whom we are in daily familiarity with, we may be allowed to remark, that we think the world justly owes itself an inquiry and an effort to realize this idea to the fullest. On all sides we find the admission, that something further is to come. We have not arrived at the happy point. Our young men, saturated with antiquelore in theologicalseminaries, are scarcely to be enumerated amongst the wholesome specimens of human intelligence or religious love. Our young women, though free from the toils of Latin and Greek, and given over a little to the idea of development, are yet far from the millennial state, which a parent desires, or a husband would cherish. The best practice of the best theories, hitherto promulgated, leaves room enough for the invitation of some further proposition; and such we have now presented to us.

True conversation seems not yet to be understood. The value of it therefore cannot be duly prized. Its holy freedom, equidistant from both licentiousness on the one hand, and cold formality on the other, presents constantly to the living generous mind a sphere for inquiry and expression, boundless as the soul itself. This true communion permits all proper modes to be employed, without a rigid or exclusive adherence to any particular one. There may be a time for Quaker silence, for Episcopalian monotony, or for Unitarian rhetoric. Instruction requires its pupils to be passive to the lecture or the strictly defined task. Development calls for answers limited to its initiatory questions; while Conversation goes beyond these two, not by annihilating them, but by dissuading or condemning them, but by mingling them, as occasion may demand, in that process which equally permits the pupil to interrogate or to make a statement of his own flowing thought. It opens every channel to the inexhaustible sluices of the mind. It demands no dogged, slavish obedience, it imposes no depressing formula, it weighs not down the being with an iron discipline, that when removed is found to be the spring to riot and debauchery; but leaving to the artless spontaneity of pure infancy the free expression of itself, attains the highest end in education, so far as human means can serve it. This expression of itself, or, in preferable terms, the free, full, and natural expression of the Spirit through humanity, is the high destiny in our earthly existence. More than this cannot be promised or praised of any piece of human organization. The tendency in all our systems to become stereotype moulds, for the fixing of the new generation according to the pattern of the old, is still an argument for the trial of new plans. But every system was doubtless good in its own day, and in its original author's hands. Grant "as youth" the same privilege ungrudgingly, which was conceded or assumed by our ancestors. The virtuous institutions of to-day will become corrupt within ten short years. The reformer himself needs to be reformed in his ideas, as soon as he has obtained his ideal reform. We must not freeze the gushing streams near its source, but let its sparklein the summer sun. Let us have the last deep thought fresh from the infant soul, and if it be inconsistent with its previous utterance, so let it be. Is it true, is it honest, is it faithful, are questions which the teacher may ask; not is it consistent with my views or system. Consistency is an attribute of the rusty
weather-vane, and is not to enforce a compliance by youthful joy to hoary sadness.

In every such attempt as this to better humanity, the cry of alarm is raised, that our sons and daughters may indeed become poetic, but they will stand forth in the world useless and neglected. And in addition to this apprehension, the idea that a state of complete lawlessness must ensue, that humanity would again become wild, a cunning wilderness throughout, in which selfishness alone could reign.

Parents perhaps must be permitted without contradiction to pronounce upon the degree of selfishness, which entered into the procreation of their offspring. This spontaneous kind of education certainly gives a greater degree of liberty to the being such as he is, than any other. But it does so in a godlike faith, in something more than faith, in a religious certainty in the teacher's own bosom, that if he himself be freed, if he be true, honest, and faithful, he shall not in vain appeal to the free-making spirit in the little one. And, whether as parent or friend, none other than the free should venture upon the tender and hallowed ground of Spirit. No one can in fact enter these holy precincts, except so far as he is in real liberty. The rudeness of anger, the vileness of selfishness, the baste of doctrinism, close the young bud of the human soul, the hand of man causesthe tender leaf of the sensitive plant to be curled up. Its native cry is, touch not me. The soul is sealed against such violent assaults, and not always are the natural parents fitted to become the best spiritual ones. On the contrary, the probability is that the quality or organ, too prominent in the parent, shall be that one which is uppermost in the offspring also; so that when they begin to be active to each other nothing but a perpetual clashing must ensue. And this must continue until we have a diviner generation.

Numerous are the beautiful sentiments which we have heard in behalf of the unbroken connexion between mother and child. True in a practical sense they would undoubtedly be, as in idea they are beautiful, were but the mothers as practically true and beautiful. Until then we are bound to admit that a temporary sphere, superior to the parental home, may sometimes be discovered. There are minds born with an intuition for this art, this highest of the fine arts, and of these, Pestalozzi and Alcott are distinguished masters. In the former there was a strong desire to throw the activity upon the child; in the latter there is more success. There is sometimes an urgency in the developing system, especially on the part of those who adopt it imitatively, which in the deeper mode is resolved into quiet patience. The thought may be enshrined in the soul, the feeling may to-day be most intense, but we must wait for the season of expression.

To aim at brilliant immediate results, is as fatal as to enforce apparent consistency. Humanity needs above all things a larger faith. It is the heavenly privilege to hope against rational expectation. In childhood we shall find the largest confession of faith. This we should encourage to the freest expression without, and to the fondest cherishing within. We encourage it most, we cherish infant purity in every aspect, in the highest degree, when we neither check it nor hasten it. When Rousseau said, "Education is that art in which we must lose time in order to gain it," he might, had he been faithful himself to the Spirit, have given a deeper turn to his thought, and have announced, that education is a process in which we may use time in order to gain eternity. A higher reality than time, or brilliant show, is to be gained in education, which by Alcott is designated Spirit-culture.

We foresee several objections which will be raised against these principles; or in preferable language we may say, we perceive several classes of objectors as likely to arise. In the estimation of one class there will be too much abstraction; that is to say, too frequent an allusion from facts in the outward world to those in the inner world. In the opinion of another class, there will not be religion enough; that is to say, there will not be allusion enough, direct and unallegorized, to the interior life. Some parents will conclude there is too strong a tendency to definition, while others determine that every subject is treated in a vague manner, and that their children on quitting such a school would in themselves be vain and pedantic, and for themselves as well as their neighbors, ignorant and useless beings. It will be said, that while they may possibly pick
up a few words, they will be singularly destitute of knowledge.

Such contradictory estimates must be allowed in part to neutralize each other. Parents, as well as observers generally, can only judge from their own position, and that unfortunately is not the position of childhood. At least the parent might grant as much liberty of thought and action to one, who devotes sincerely and purely an entire life to the education of children, as he does to the baker, who provides the bread. The teacher must daily endure more dictation than the physician, or even the shoemaker, has inflicted on him during his whole career. But this extreme parental criticism arises from the most sacred feelings. Undoubtedly. So also do the improved modes of the teacher. If they do not, the parent should not confide his offspring to him.

The ends proposed in education are so very various, that it is scarcely possible to address all minds at once. Although, in general terms, the ultimate or final end is the happiness of their children, yet the intermediate or educative ends are almost as various as the parents. Nay, even the two parents in one family are not always agreed upon the subject. If the desire be to see the boy qualified to become a man of business, every moment devoted to art or moral culture will be deemed so much time and thought surreptitiously abstracted from the true end. If the girl be designed for an artist, the pencil must be perpetually in hand. But what has the true teacher to do with these projects? They have little concern with the soul's legitimate wants. Thoughtless or selfish as may have been the child's generation, there is yet a power in it which shall better instruct the teacher what is the peculiar end in its earthly existence, than the ambitious aspiration in the parents. This is a point to be determined between the teacher and child, rather than between the parent and teacher.

The objections of the exoteric mind we would meet by observing, that too much haste is shown in drawing conclusions. The schoolmaster is not so fortunate as the shoemaker, for his work is never finished, and he is sure to be checked, criticised, and stopped in the process. A vast proficiency may appear in a short time by a display of the imitative powers. But the demand in the child's nature is to have its creative powers developed. A clever trading teacher can send home the boy's book filled with writing, drawing, and arithmetic of an apparently excellent character; while the child shall really known very little of the laws of form or number. On the other hand, the pupil, in whom the powers or laws shall really be better developed, may be yet unable to make so good-looking an outward display. No trifling or ordinary observing powers are competent to forming a judgment on the state of a young person's soul, or on the processes which are going on within it. The examination of a school must be carried deeper than counting the scholars, measuring the length of the desks, or examining the ventilation. The abiding interest manifested by many talented parents in their frequent attendance at Mr. Alcott's school, as recorded in these excellent works, is a cheering proof that this valuable process was not altogether unappreciated, and is also a specimen of what school examination should be. It is a trite remark, that no one really knows what the action "to learn" is, until he begins to teach. At least we might, then, require of parents that they should put themselves into a like position, as nearly as possible, with their children, before they pronounce on the merits of the school. Children and parents should, in fact, be taught together; and it is only in default of willingness on the part of the latter to learn that which can only be learnt in the deepest life-experiences, that renders other aid necessary. Talent is not the deficiency, for the needful talent would arise in the process, but the unselfish will is not yet present. And it does seem hardly suitable that self-will, though enshrined in the parental bosom, should interpose between the soul which is given up to human good and its outworking. For such is the condition of the teacher, or he is an impostor, and is not for one moment to be trusted with babies and their hornbook. If the parents does not choose this position, rather, then, permit the child to determine the value of the process and its end.

Most thinkers have now arrived at the perception, that there is a double process in teaching; namely a developing action, which serves to bring out in order and harmony all the innate powers, capacities, and organs; and an instructive operation, which lays gradually before the child,
in a manner suited to the several stages in its development the accumulated records of past events. When the first mentioned of these ideas was in recent times anew proposed to the world, the outcry was, "Oh, you will make the children wiser than their fathers." But these grey-haired sners prevailed not. Silence ensued, if not conviction. Tolerance, if not liberty, was won for the human race. But dumb toleration probably yet hides remains of the old feeling. When spirit-culture is spoken of in some circles, there are still discoverable symptoms of condemnation, as of a needless novelty, a vain refinement. "Why pester the children continually, and on every subject, with this allusion to Spirit? I do not very well understand what you would be at; but if I can see any meaning at all in it, we hear enough about it from the minister on the seventh day, and I would prefer you should send home my children sharper and well informed in arithmetic, geography, and the like, to leading them into this abstruse matter. I have got on very well without it, and so can they. I like all sorts of improvement very well, but in this, I think, you go needlessly beyond the mark."

Such is the sentiment which, in colloquial language like this, we shall not travel far without hearing. Neither shall we have occasion to travel far for the true solution. It is within us.

Before the soul, or human spirit, can be satisfied, can be made happy, it must know whereof itself is. The knowledge of earth, and plants, and animals, and arts, and trade, fills not the soul with satisfying supplies. With matter and material things there is no possibility of our failing to become acquainted; but even the harmonious relationships of these remain an inexplicable oracle without a spirit-intellection. There are these two sides to mental education, the side of Spirit, and the side of Nature. The former is internal to the soul, the latter external. Nature is not necessarily material, for there are the natural affections and feelings, the loves and hopes in man, which are not material; neither are they Spirit; they are natural. In order to the attainment of true and perfect humanity, in order to tend that way, it is needful that education should take the side of Spirit. Would the chemist know the secret in his experiment, he must study the law or element in his solvent, and not seek it in the thing solved, or in the crucible which contains it. The mental crucible is the object of study; the solvent is the soul; the power in the solvent is the Spirit. No satisfactory solution of any material, or mental phenomena, can be attained without the conscious im precursor of Spirit. True, the Spirit is always present; the omnipresent is always omnipresent; and the teacher can make neither more nor less of that eternal fact. Such is the reply of the outward mind; on which it may be submitted, that it does make an immense difference. It makes all possible difference for human good or ill, for misery or happiness, whether the human soul is or is not, as continually, perpetually, and in all things as consciously sensible of the Spirit-presence, as in reality and in fact is present. It is a sad mistake to determinate that this vital fact can be overknown. Super-abundantly spoken of, no doubt, it sometimes may be, but even that can hardly occur. For if the soul be not yet born into that immost life, constant allusion by act, by bearing, by word, may surely be persevered in; and if the word, the idea, the fact be true to any auditor, no deterioration can occur by direct and frequent allusion. Familiarity with truth engenders no contempt. Familiarity with truth engenders no contempt. This course is no more than always takes place in every sphere in life. The language is echo to the being. The legislator in his hall, the merchant on the exchange, has his allusion to his supposed good, and, inferior as it is, no contempt or ridicule is by that means brought upon it. Artistic phraseology is strange to the trader's ears, because he lives not the artistic life, not because the phraseology is improper. Spirit language is strange to men, not on account of its irrelevancy to existence, but because they live a material life. It were better assuredly that men should be elevated to a higher life, than that language, and modes of treating the human soul, and aspirations for spirit-culture should descend to them!

In the ordinary interpretation of the term, we do not pretend to review these works. If we have in any degree opened in the reader's mind an idea of that spirit and system, which these books, like all others, can but faintly record, we have attained a satisfactory result. We are glad to find the sentiments, which the best men in all ages of
the world have held, confirmed in modern times by so pure a life, so intelligent an understanding, and so eloquent a speech as Mr. Alcott's. Instead of reproaching him for the introduction of doctrines too subtle for healthy appreciation by the young mind, the world might be reproached for so long withholding the rights of infancy from its neglected cravings.

The following beautiful passages are the best exposition we can offer of Mr. Alcott's intuition on the three grand points of Conversation, the Teacher, and Spirit-culture; the means, the actor, and the end.

"In conversation all the instincts and faculties of our being are touched. They find full and fair scope. It tempts forth all the powers. Man faces his fellow man. He holds a living intercourse. He feels the quickening life and light. The social affections are addressed; and these bring all the faculties in train. Speech comes unbidden. Nature lends her images. Imagination sends abroad her winged words. We see thought as it springs from the soul, and in the very process of growth and utterance. Reason plays under the mellow light of fancy. The Genius of the Soul is waked, and eloquence sits on her tuneful lip. Wisdom finds an organ worthy her serene utterances. Ideas stand in beauty and majesty before the soul.

"And Genius has ever sought this organ of utterance. It has given us full testimony in its favor. Socrates—a name that Christians can see coupled with that of their Divine Sage—decanted thus on the profound themes in which he delighted. The market-place; the workshop; the public streets; were his favorite haunts of instruction. The Genius of the Soul plays under the mellow light of fancy. The Genius of the time. The Genius of the Soul is waked, and eloquence sits on her tuneful lip. Wisdom finds an organ worthy her serene utterances. Ideas stand in beauty and majesty before the soul."

"For Genius is but the free and harmonious play of all the faculties of a human being. It is a Man possessing his Idea and working with it. It is the Whole Man. It works worthily, subordinating all else to itself; and reaching its end by the simplest and readiest means. It is Being rising superior to things and events, and transfiguring these into the Image of its own Spiritual Idea. It is the Spirit working in its own way, through its own organs and instruments, and on its own materials. It is the Inspiration of all the faculties of a Man by a life conform to his Idea. It is not indebted to others for its manifestation. It draws its life from within. It is self-substantive. It feeds on Holiness; lives in the open vision of Truth; enrobes itself in the light of Beauty; and bathes in the fount of Temperance. It aspires after the Perfect. It loves Freedom. It dwells in Unity. All men have it, yet it does not appear in all men. It is obscured by ignorance; quenched by evil; discipline does not reach it; nor opportunity cherish it. Yet there it is—an original, indestructible element of every spirit; and sooner or later, in this corporeal, or in the spiritual era—at some period of the Soul's development—it shall be tempted forth, and assert its claims in the life of the Spirit.
It is the province of education to wake it, and discipline it into the perfection which is its end, and for which it ever thirsts. Yet Genius alone can wake it. Genius alone inspire it. It comes not at the incantation of mere talent. It respects itself. It is strange to all save its kind. It shrinks from vulgar gaze, and lives in its own world. None but the eye of Genius can discern it, and it obeys the call of none else."

"To work worthily, man must aspire worthily. His theory of human attainment must be lofty. It must ever be lifting him above the low plain of custom and convention, in which the senses confine him, into the high mount of vision, and of renovating ideas. To a divine nature, the sun ever rises over the mountains of hope, and brings promises on its wings; nor does he linger around the dark and depressing valley of distrust and of fear. The magnificent bow of promise ever gilds his purpose, and he pursues his way steadily, and in faith to the end. For Faith is the soul of all improvement. It is the Will of an Idea. It is an Idea seeking to embody and reproduce itself. It is the All- Proceeding Word going forth, as in the beginning of things, to incarnate itself, and become flesh and blood to the senses. Without this faith an Idea works no good. It is this which animates and quickens it into life. And this must come from living men.

"And such Faith is the possession of all who apprehend Ideas. And Genius alone can inspire. To nurse the young spirit as it puts forth its pinions in the fair and hopeful morning of life, it must be placed under the kindly and sympathizing agency of Genius—heaven-inspired and hallowed—or there is no certainty that its aspirations will not die away in the routine of formal tuition, or spend themselves in the animal propensities that coexist with it. Teachers must be men of genius. They must be inspired. The Divine Idea of a Man must have been unfolded from their being, and be a living presence. Philosophers, and Sages, and Seers—the only real men—must come, as of old, to the holy vocation of unfolding humanity.  

The magnificent bow of promise ever gilds his purpose, and he pursues his way steadily, and in faith to the end. For Faith is the soul of all improvement. It is the Will of an Idea. It is the All- Proceeding Word going forth, as in the beginning of things, to incarnate itself, and become flesh and blood to the senses. Without this faith an Idea works no good. It is this which animates and quickens it into life. And this must come from living men.

"And such Faith is the possession of all who apprehend Ideas. And Genius alone can inspire. To nurse the young spirit as it puts forth its pinions in the fair and hopeful morning of life, it must be placed under the kindly and sympathizing agency of Genius—heaven-inspired and hallowed—or there is no certainty that its aspirations will not die away in the routine of formal tuition, or spend themselves in the animal propensities that coexist with it. Teachers must be men of genius. They must be inspired. The Divine Idea of a Man must have been unfolded from their being, and be a living presence. Philosophers, and Sages, and Seers—the only real men—must come, as of old, to the holy vocation of unfolding humanity. Pythagoras, Socrates, and Plato, and the Divine Jesus, must be raised up to us, to breathe their wisdom and will into the genius of our era, to recast our institutions, to extinguish the last vestiges of painting and force to the will; for a true understanding is the issue of these powers, working freely and in harmony with the Genius of the soul, conformed to the law of Duty. He is to put all the springs of Being in motion. And to do this, he must be the personation and exemplar of what he would unfold in his charge. Wisdom, Truth, Holiness, must have pre-existence in him, or they will not appear in his pupils. These influence alone in the concrete. They must be made flesh and blood in him, to re-appear to the senses, and subordinate all to their own force; and this too, without violating any Law, spiritual, intellectual, corporeal—but in obedience to the highest Agency, co-working with God. Under the melting force of Genius, thus employed, Mind shall become fluid, and he shall mould it into Types of Heavenly Beauty. Its agency is that of mind leaping to meet mind; not of force acting on opposing force. The Soul is touched by the live coal of his lips. A kindling influence goes forth to give a Heart; to kindle the heart feel; the pulse throb with his own. He arouses every faculty. He awakens the Godlike. He images the fair and full features of a Man. And thus doth he drive at will the dreary Brute, that the eternal hath yoked to the chariot of Life, to urge man across the Finite!"

"Our plans of influence, to be successful, must become more practical. We must deal less in abstractions; depend less on precepts and rules. We must fit the soul for duty by the practice of duty. We must watch and enforce. Like unseeable Providence, we must accompany the young into the scenes of temptation and trial, and aid them in the needful hour. Duty must tally forth an attending Presence into the actual world, and organize to itself a living body. It must learn the art of uses. It must incorporate itself with Nature. To its sentiments must give a Heart. Its Ideas we must arm with Hands. For it ever longs to become flesh and blood. The Son of God delights to take the Son of Man as a co-mate, and to bring flesh and blood even to the very gates of
of Conscience, from violation and defilement. It protects the eye from the vulgar image; the vicious act; the profane word; the hand from theft; the tongue from guile;—urges to cheerfulness and purity; to forbearance and meekness;—to self-subjection and self-sacrifice; order and decorum;—renews the cup for the Soul; caters for it; decides when it has filled all things.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The Culture, that is alone worthy of Man, and which unrolls his Being into the Image of its fulness, casts its agencies over all things. It uses Nature and Life as means for the Soul's growth and renewal. It never deserts its charge, but follows it into all the relations of Duty. At the table it seats itself, and fills the cup for the Soul; eates for it; decides when it has enough; and heed not the clamor of appetite and desire. It lifts the body from the drowsy couch; opens the eyes upon the rising sun; tempts it forth to breathe the invigorating air; plunges it into the purifying bath; and thus whets all its functions for the duties of the coming day. And when toil and amusement have brought weariness over it, and the drowsed senses claim rest and renewal, it reminds it to the restoring couch again, to feed it on dreams. Nor does it desert the Soul in seasons of labor, of amusement, of study. To the place of occupation it attends it, guides the corporeal members with skill and faithfulness; prompts the mind to diligence; the heart to gentleness and love; directs to the virtuous associate; the pure place of recreation; the innocent pastime. It protects the eye from the foul image; the vicious act; the profane word; the hand from theft; the tongue from guile;—urges to cheerfulness and purity; to forbearance and meekness;—to self-subjection and self-sacrifice; order and decorum;—renews the cup for the Soul; caters for it; decides when it has filled all things.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.

The mind, which applies to these sentiments the noblest interpretation, will see through the New England idiom, which God hath established in the depths of the Spirit, and guarded by the unsleeping sentinel of Conscience, from violation and defilement. It renews the Soul day by day. —Spiritual Culture, pp. 87–105.
I was interested in the words, "For the water I shall give him will be in him a well of water." I think it means, that when people are good and getting better, it is like water springing up always. They have more and more goodness.

SAMUEL R. Water is an emblem of Holiness.

MR. ALCOTT. Water means Spirit pure and unspoiled.

EDWARD J. It is holy spirit.

ELLEN. I was most interested in these words, "Ye worship ye know not what." The Samaritans worshipped idols, and there was no meaning to that.

MR. ALCOTT. What do you mean by their worshipping idols?

ELLEN. They cared about things more than God.

MR. ALCOTT. Well! how did Jesus answer that thought?

ELLEN. He told her what she ought to worship, which was more important than where.

MR. ALCOTT. Some of you perhaps have made this mistake, and thought that we only worshipped God in churches and on Sundays. How is it—who has thought so?

(Several held up hands, smiling.) Who knew that we could worship God anywhere? (Others held up hands.) Worship is there beside that in the Church.

JosIAH. Oh! yes, Mr. Alcott! doing is the most important part. We must ask God for help, and at the same time try to do the thing we are to be helped about. If a boy should be good all day, and have no temptation, it would not be very much; there would be no improvement; but if he had temptation, he could pray and feel the prayer, and try to overcome it, and would overcome it; and then there would be a real prayer and a real improvement. That would be something.

Temptation is always necessary to a real prayer, I think. I don't believe there is ever any real prayer before there is a temptation; because we may think and feel and say our prayer; but there cannot be any doing, without there is something to be done.

MR. ALCOTT. Well, Josiah, that will do now. Shall some one else speak?

JosIAH. Oh, Mr. Alcott, I have not half done. I think of something else, but I cannot express it.

MR. ALCOTT. Josiah is holding up his hand; can he express it?

JosIAH (burst out.) To pray, Mr. Alcott, is to be holy spirit, good, really; you know it is better to be bad before people, and to be good to God alone, because then we are good for goodness' sake, and not to be seen, and not for people's sake. Well, so it is with prayer. There must be nothing outward about prayer; but we must have some words, sometimes; sometimes we need not. If we don't feel the prayer, it is worse than never to say a word of prayer. It is wrong not to pray, but it is more wrong to speak prayer and not pray. We had better do nothing about it, Mr. Alcott! we must say words in a prayer, and we must feel the words we say, and we must do what belongs to the words.

MR. ALCOTT. Oh! there must be doing, must there?

JosIAH. Oh! yes, Mr. Alcott! doing is the most important part. We must ask God for help, and at the same time try to do the thing we are to be helped about. If a boy should be good all day, and have no temptation, it would not be very much; there would be no improvement; but if he had temptation, he could pray and feel the prayer, and try to overcome it, and would overcome it; and then there would be a real prayer and a real improvement. That would be something. Temptation is always necessary to a real prayer, I think. I don't believe there is ever any real prayer before there is a temptation; because we may think and feel and say our prayer; but there cannot be any doing, without there is something to be done.

MR. ALCOTT. Well, Josiah, that will do now. Shall some one else speak?

JosIAH. Oh, Mr. Alcott, I have not half done.
Edward J. It teaches the word-prayer—it is not the real prayer.

Josiah. Yet it must be the real prayer, and the real prayer must have some words.

Mr. Alcott. But, Mr. Alcott, I think it would be a great deal better, if, at church, every body prayed for themselves. I don't see why one person should pray for all the rest. Why could not the minister pray for himself, and the people pray for themselves; and why should not all communicate their thoughts? Why should only one speak? Why should not all be preachers? Every body could say something; at least, every body could say their own prayers, for they know what they want. Every person knows the temptations they have, and people are tempted to do different things. Mr. Alcott! I think Sunday ought to come often.

Mr. Alcott. Our hearts can make all time Sunday.

Josiah. Why then nothing could be done! There must be week-days, I know—some week-days; I said, Sunday often.

Mr. Alcott. But you wanted the prayers to be doing prayers.

George K. Place is of no consequence. I think prayer is in our hearts. Christian prayed in the cave of Giant Despair. We can pray anywhere, because we can have faith anywhere.

Mr. Alcott. Faith, then, is necessary?

George K. Yes; far it is faith that makes the prayer.

Mr. Alcott. Suppose an instance of prayer in yourself.

George K. I can pray going to bed or getting up.

Mr. Alcott. You are thinking of time—place—words.

George K. And feelings and thoughts.

Mr. Alcott. And action?

George K. Yes; action comes after.

John B. When we have been doing wrong and are sorry, we pray to God to take away the evil.

Mr. Alcott. What evil, the punishment! Forgiveness. John B. No; we want the forgiveness.

Mr. Alcott. What is for-give-ness, is it any thing given?

Lemuel. Goodness, Holiness.

John B. And the evil is taken away.

Mr. Alcott. Is there any action in all this?

John B. Why yes! there is thought and feeling.

Mr. Alcott. But it takes the body also to act; what do the hands do?

John B. There is no prayer in the hands!
when she was at work; that when she was scouring floors she would ask God to cleanse her mind.

MR. ALCOTT. I will now vary my question. Is there any prayer in Patience?

ALL. A great deal.

MR. ALCOTT. In Impatience?

ALL. No; not any.

MR. ALCOTT. In Doubt?

GEORGE K. No; but in Faith.

MR. ALCOTT. In Laziness?

ALL (but Josiah.) No; no kind of prayer.

JOSIAH. I should think that Laziness was body, Mr. Alcott.

MR. ALCOTT. Yes; it seems so. The body tries more body; it tries to get down into the clay; it tries to sink; but the spirit is always trying to lift it up and make it do something.

EDWARD J. Lazy people sometimes have passions that make them act.

MR. ALCOTT. Yes; they act downwards. Is there any prayer in disobedience?

ALL. No.

MR. ALCOTT. Is there any in submission?

In forbearing when injured?

In suffering for a good object?

In self-sacrifice?

ALL. (Eagerly to each question.) Yes. Yes. Yes. Yes.

(Mr. Alcott here made some very interesting remarks on loving God with all our heart, soul, mind, &c., and the Ideal of Devotion it expressed. Josiah wanted to speak constantly, but Mr. Alcott checked him, that the others might have opportunity, though the latter wished to yield to Josiah.)

JOSIAH (burst out,) Mr. Alcott! you know Mrs. Barberbaud says in her hymns, Every thing is prayer; every action is prayer; all nature prays; the bird prays in singing; the tree prays in growing; men pray; men can pray more; we feel; we have more — more than nature; we can know and do right; Conscience prays; all our powers pray; action prays. Once we said here, that there was a "Christ in the bottom of our Spirit" when we try to be good; then we pray in Christ; and that is the whole.*

MR. ALCOTT. Yes, Josiah, that is the whole. That is Universal Prayer — the adoration of the Universe to its Author.

*This improvisation is preserved in its words. Josiah, it may be named, was under seven years of age, and the other children were chiefly between the ages of six and twelve years.
Worship. 451

MR. ALCOTT. But in this feeling of wonder and admiration which it has, is there not the beginning of worship that will at last find its object?

JOSIAH. No; there is not even the beginning of worship. It must have some temptation, I think, before it can know the thing to worship.

MR. ALCOTT. But is there not a feeling that comes up from within, to answer to the things that come to the eyes and ears?

JOSIAH. But feeling is not worship, Mr. Alcott.

MR. ALCOTT. Can there be worship without feeling?

JOSIAH. No; but there can be feeling without worship. For instance, if I prick my hand with a pin, I feel, to be sure, but I do not worship.

MR. ALCOTT. That is bodily feeling. But what I mean is, that the little infant finds its power to worship in the feeling which is first only admiration of what is without.

JOSIAH. No, no; I know what surprise is, and I know what admiration is; and perhaps the little creature feels that. But she does not know enough to know that she has Conscience, or that there is temptation. My little sister feels, and she knows some things; but she does not worship.

MR. ALCOTT. Now I wish you all to think. What have we been talking about to-day?

CHARLES. Spiritual Worship.

MR. ALCOTT. And what have we concluded it to be?

CHARLES. The Worship of Spirit in Conscience.

One of the most frequent objections raised against the principles of an interior development is, that the answers are not really those of the children, but of the teacher. And in proof of this, parents have adduced the fact, that they never could succeed in eliciting such expressions from their own children, as these printed conversations report. The latter is quite true; but it does not prove the former assumption. A truly spiritual mind is requisite to the justly putting a spiritual question; and this is not attained by imitation, nor by education wholly, but by genius chiefly, by generation, by the Spirit's presence. In the few leisure moments of a mercantile man, there can be none of that large and deep preparation which preceded these remarks.

* Here I was obliged to pause, as I was altogether fatigued with keeping my pen in long and uncommonly constant motion. I was enabled to preserve the words better than usual, because Josiah had so much of the conversation, whose enunciation is slow, and whose fine choice of language and steadiness of mind, makes him easy to follow and remember. — Recorder.
able results, of which we readily concede such a parent may rationally doubt. The anxieties of domestic life, whether rich or poor, also preclude the mother from coming into that serene and high relationship to her little ones, without which no approach to spirit-culture can be effected. Skepticism is unavoidable until the doubter is in a position to try the experiment, and such position is unattainable while he doubts.

But supposing it were a fact, that the responses are not spontaneous but mere echoes of the teacher's mind, it is not a small achievement to have discovered a mode of tuition which, while it is highly agreeable to the student, succeeds so well in making him acquainted with the deepest facts of all existence. Could it not, then, still more easily open to him the superficial facts, to attain which years and years of dull laborious college life are painfully occupied? If the laws in moral consciousness can there be presented to children; assuredly the reported facts in history and language should not be suffered to be any longer a grievous burden to our young men.

The Record we estimate as a very valuable book for teachers, and therefore find it difficult to make any extract which shall do justice to the work. Nor is it needful in this case, as the book is within the reach of all. The talented Recorder informs us that

"This book makes no high pretensions. It is an address to parents, who are often heard to express their want of such principles, and such a plan, as it is even in the author's power to afford. It would perhaps be more useful than if it were a more elaborate performance; for many will take up the record of an actual school, and endeavor to understand its principles and plans, who would shrink from undertaking to master a work, professing to exhaust a subject, which has its roots and its issues in eternity; as this great subject of education certainly has." —Preface to Record of a School, 1st Edition.

A transcript of one of the quarterly cards will, however, help to some idea of the comprehensive extent of the tuition, and it offers a field worthy the diligent study of all teachers.
We cannot avoid the conclusion, that Boston withheld her patronage from Mr. Alcott by reason of her failure to inquire into the merits of the case, and not because she had duly and fully investigated and calmly judged. None but a willing eye can appreciate. A love-insight in the observer is needful in order to understand the labors and motives of a love-inspired man. Shakspere is to be judged by the Shakspere standard, not by Homer's works. Milton must be studied in the Miltonic idea. This aesthetic law applies to the criticism of actual works. Let spirit-culture be viewed from the spirit-ground, and then the spectator may freely speak. On that ground we affirm, Boston should not have permitted such a son to have wanted her home-protection and support for one moment. Should the opportunity again be afforded, we hope it will be even in a broader and deeper manner, when the idea being presented in great integrity will be better understood and more favorably received.

C. L.

CANOVA.

I well remember when I first saw the work which called forth this graceful flattery. We saw very little sculpture here, and there was a longing for those serene creations, which correspond, both from the material used and the laws of the art, to the highest state of the mind. For the arts are no luxury, no mere ornament and stimulus to a civic and complicated existence, as the worldling and the ascetical liked to represent them to be, but the herbarium in which are preserved the fairest flowers of man's existence, the magic mirror by whose aid all its phases are interpreted, the circle into which the various spirits of the elements may be invoked and made to reveal the secret they elsewhere manifest only in large revolutions of time; and what philosophy, with careful steps and anx-