

THE EDUCATION OF THE FUTURE.

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AMERICANS have now pretty generally gotten over the idea that their public school system is so nearly perfect that it cannot well be improved. Nor is the belief now so frequently expressed that education by itself necessarily makes people wise and good. We are sensibly getting over our "spread eagleism" in this as in so many other matters, and are quite willing to acknowledge that our system of education is far from being perfect, and that, even were it as perfect as possible, no mere knowledge of abstract facts will regulate the conduct and ennoble the motives of men.

There are two directions in which a reform in the system of education seems now to be both probable and possible. These are the recognition of industrial or manual education and physical culture, in some form or other, as necessary elements of a complete system of education. As to the growing need of industrial education there can be no manner of doubt. It is a well-known fact that a large number of the pupils in our public schools are obliged to go and fight the battle of life for themselves at an early age; and in school they learn little that is of any practical use to them. Even the pupils who are able to take the full course of instruction offered in the public schools often find that what they have learned is of little value to them in making their way in life; and, with all their nice catalogues of facts, they are frequently less capable of making an honest living than their former classmates, who long ago left school to

become grimy apprentices or burly butcher boys.

And there is another way of looking at this matter. The industrial supremacy of this country in the markets of the world depends upon the skill of our handicraftsmen in the industrial arts; and this skill would be largely fostered and developed by the establishment of a few great industrial schools in the large manufacturing cities. Such a school is seriously talked of in Philadelphia; and there is no reason why New York should not also have a great institution, where the elements of all the mechanical arts could be learned. England is fully alive to the importance of this matter, and the industrial education which she now gives to the children of paupers and criminals serves the double purpose of training these children to be good citizens, and of adding valuable recruits to her great industrial army. The day is coming when there will be a life and death struggle between Great Britain and the United States for the industrial supremacy of the world, and, if we are wise, we will prepare ourselves for the great conflict.

Besides all this, an industrial training will do what a merely theoretical training will not do. It will act as a preventive of crime. Of the 1,014 prisoners in the Eastern Penitentiary of Pennsylvania, only seven are mechanics, and the English Home Secretary states that eighty per cent. of the vicious boys who have passed through industrial schools, and have learned some honest trade, have been entirely reformed. As a matter of pure