

the facts that concern a given occupation defeats itself.

Moreover, were it otherwise desirable to narrow a boy's education to the groove of his future calling, such a plan would not be feasible in this country where the different pursuits stand with open doors, and neither the boy nor his parents know which he will enter, nor how long he will remain. How many Americans find themselves at forty in those callings which guided their boyish day dreams at fifteen? This one fact is sufficient to show the fallacy of deducing the necessity of a general system of industrial education in this country from the experience of countries where the occupations of life are inherited and predetermined.

A majority of American students come to the beginning of their college course ignorant of their real bent or aptitude. It is only after a wide and varied trial of their powers in the mastery of branches in all the great departments of knowledge, that they find out the studies and pursuits for which they have special fitness. It is one of the purposes of general education to disclose the pupil's bent and life-work.

Our schools and colleges for general

education should have for their first aim the development and training of man as man, and his elevation towards the highest and best ideal of human existence, and, in harmony with this aim, they should also give such training as will prepare man for the duties and activities of life. The comprehensive end of education is to fit the pupil for complete and successful living. "Man does not live by bread alone." The artisan must also be the guide of the family, a member of society, a citizen of the State, the guardian of liberty and the subject of Divine government; and out of these relations flow duties of the highest importance—duties which are the chief concern of education.

I enter a respectful protest against the adoption of any philosophy of education that subordinates manhood to industry, and the soul to its physical conditions and needs; and my earnest plea is for an education which seeks the perfection of man in nature, enjoyment and labour—an education whose motto is, "not the mind only, but the man"; an education that prepares the mind to think the truth, the heart to enjoy it, the will to purpose it, and the hand to perform it.—*Education.*

USE AND ABUSE OF METHODS.*

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SOME one has said, "Awaken an idea and you awaken a human soul; awaken a soul and you awaken an intellect; awaken an intellect and you may stir a century." The day has passed when argument is necessary to prove the need of getting the idea. Now it is an accepted fact that

there is a logical development, a scientific basis in the education of the mind. The sister sciences have opened their charmed circle and taken by the hand the science of education; henceforth, their united power shall be potent for increased mental development. Every day there are more and more who accept the theories of the new education; the number who

* Part of a paper read at a teachers' convention.