

is character ! All the technical schools of Europe do not create the amount of industrial skill and knowledge which vice and crime in this country annually destroy.— Their wasteful and injurious consumption of the products of human nature is absolutely appalling ! The common schools of New England have contributed more to her industrial skill and enterprise than any amount of mere technical or industrial training can furnish.

The next step in our inquiry is to determine whether any technical instruction can be introduced into the public schools without sacrificing this primary function. There are elements of technical knowledge of general application, and hence of general utility. We have only time to refer to industrial drawing, the keeping of accounts, the practical applications of geometry, and the elements of natural science. These branches are not only the basis of technical training, but they also have great value as elements in the education of all children, whatever may be their pursuits in life. Time for this instruction may be gained by reducing the time hitherto devoted to several other branches of study. This has been done in many schools without loss, and the adoption of truer ideas and better methods of teaching would make it possible and feasible in all.

There are also several arts of so general use that a knowledge of them would be of general utility. I refer to sewing, cooking (a lost art in many families), horticulture, and, in the country, agriculture. It may be objected that sewing and cooking would only be learned by one-half of the pupils ; but it is also true that a knowledge of these arts would be of practical value to boys. There are few men who have not had occasion to regret their inability to "darn" and mend ; and I am confident that if more men knew when food is properly cooked, more women would learn how to cook. The principles of cooking might be included in our school manuals of physiology and hygiene.

I hasten to the conclusion that it is not the business of the public school to teach trades or handicrafts. It can and should teach

these elements of industrial knowledge, scientific and mechanical, which underlie the great industrial arts ; but it should not be made a workshop to train apprentices. The special training and practice needed to make a coat, shoe a horse, or build a house, should be left to the shop, or to special schools properly equipped for this work. The public school has done its part in preparing youth for special pursuits when it has given them an efficient, general preparation for all pursuits, and all industrial experience shows that the more fundamental and thorough this general preparation, the more fruitful will be the special training.

What is needed is to supplement the public school with special schools for industrial training, and, when desirable, the requirements of the public school should permit pupils to devote a part of each day to industrial pursuits, or to technical training. I have long held that the interests of both education and industry would be promoted by the adoption of half time courses of study, running parallel with the present full courses in our schools. This would afford all the advantages of half-time school, without loss to those pupils who wish to devote full time to their studies.—*New England Journal of Education.*

INDIRECT INFLUENCES.

THE Rev. H. R. Haweis, the distinguished Broad Church clergyman of London, has been lecturing to the Marylebone Teachers' Association of his own parish. He did not come before it without having something to say, and he said it well. The lecture is too long to give entire, but we cannot resist giving our readers the benefit of the concluding portion of it. The subject was "Indirect Influences," as illustrated by the lives of such men as Garibaldi.

PRINCIPLE.

And now, friends and brothers, just as the lack of principle degrades an individual and a nation, so the presence of principle ennobles the most obscure person, and illu-