

conviction, the rational conviction, long held by advanced educators, is at last taking hold of the universal mind, that education should lead not so much to knowing as to doing; that its issue is not so much acquirement as capacity. The question of practical life is not what does Job Stiles know, but what can Job Stiles do. Our acquaintance with men has not been very wide if it has not brought us into contact with more than one shiftless, idle, incapable fellow, who seemed to know almost everything, but who literally could do nothing. I am afraid that more than one bright scholar of phenomenal quickness of verbal memory has turned out to be a helpless, nerveless incompetent in after life, while I am sure that many boys who were regarded as dunces at school have made their mark deeply on their generation when they have reached manhood, and taken up its duties. Now, this seems to me no slight accusation to bring against any system of school training, to say that high scholastic rank is consistent with failure in life, and that some whom the schools reckon as dolts become the influential men of their time. For it is nothing else than to say that schools and schoolmasters, and school methods, are not in touch with that life for which they profess to furnish preparation.

Let me indulge for a moment in a flight of fancy. Let me picture to you the finished product of a perfect education. I shall not refer to girls. Only the delicate hand of a lady could rightly portray "the sweet girl graduate" of an ideal "Donalda Department." I shall not suppose that our ideal pupil has extraordinary powers; but I shall suppose that they have been sedulously cultivated. He is in full health. It is for him a joy to live. He drinks in pleasure with every exercise of his physical and mental powers. His muscles are under complete control. His carriage and movement are prompt, graceful, agile, certain. His hands use with precision the pen, the pencil, and so many other tools as ensure his ability to learn the use of any tool. Having learned the right use of his senses, he takes rapid, accurate, comprehensive note of objects and of phenomena. He observes in detail, he analyzes in an orderly way, he sets parts in their right relations to one another and to the whole, he understands, he judges, he remarks similarities, he classifies, he generalizes, he reasons. He remembers, that is, he makes provision for recollecting; having wisely selected that which he will remember, he links it to life and experience by many direct and indirect associations, so that what he knows is ready for use in the emergencies of life. He is imaginative; he rearranges into new forms the elementary conceptions stored in his mind.