

THE DIRECTION OF EDUCATION.

THE most important, if not the most obvious, gains in the modern economic arts are in the ways of saving labor. The century of invention which is nearing its close will remain forever memorable, for the reason that it has vastly increased the resources of civilized people. It is indeed likely that a close analysis of the conditions would show that, in mechanical employments, the productive power of men has increased not less than fivefold over what it was in the later years of the eighteenth century; the last hundred years having been greater in results than all the previous ages during which our kind had been learning the lessons of employment. The ancients conceived the world as relatively simple. We recognize it as infinitely complex. To them the earth appeared to be a limited realm, whose stores could be readily inventoried. We see it as a universe holding an inexhaustible store of things unknown, all of which may be made useful to man.

By the diversity of employments which have necessarily arisen in our modern life, we perceive, or at least are beginning to discern, that in our fellow men there is another universe as rich in resources as the physical world. So long as occupations were limited in their variety, as they were until this developed age, it was a relatively simple classification which had to be provided to include the several kinds of talent that could be of service to society. Above the plane of the common herd, whose peculiar capacities were no more considered than are those of the sheep in the flock, there were but a dozen or so fields of endeavor in which talent was of value. The activities of the statesman, the soldier, the priest, the jurist, the physician, the architect, with some

few minor occupations, represented the walks of life upon which a man of capacity could well enter. When placed by birth or the chance of life in any vocation, little account was taken of the special qualities that he might possess. Differences in power were of course well recognized, but diversities of talent, those peculiarities of nature which, developed by education, might fit the person for particular accomplishments; were, until our own time commonly disregarded.

Even in our day, the diversity of men, that peculiar accommodation of the mental parts which fits each individual for specific duty, and makes every fairly educated person especially suited to some of the manifold tasks of society, has not been formally recognized. We can only note a rough appreciation of the facts in the endless shifting of our population to and fro among the vocations, as each man looks for the exact kind of labor which he is fitted to do. Laborers and employers are ever seeking to avail themselves of this diversity of talents; in fact, a large part of the gain in the economic efficiency of the labor of our time has doubtless come from this very modern system whereby the man may make a trial of his talents by essaying various forms of work, until he finds the task which is his birth-right. Human intercourse is in its nature so limited that it ordinarily reveals only a very small part of the latencies of the individual. Immemorial custom has habituated us to accept the little of our neighbor which is disclosed to us in his aspect or his speech as a satisfactory indication of the man. For the simpler purposes of life these signs of quality are sufficient, but in this new day, when we have to fit men to do deeds of exceeding variety and delicacy; when, in a