

ease and pleasure all the work that as a mechanism it is capable of ;

II. THE INTELLECT.

(a) *Power and Facility*, Whose intellect is a clear, cold logic engine, with all its parts of equal strength and in smooth working order ready like a steam engine to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind ;

(b) *Stored knowledge*, whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations ;

III. THE WILL AND THE EMOTIONS.

One who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will the servant of a tender conscience ;

Moral and æsthetic sensibilities, who has learned to love all beauty whether of nature or of art, to hate all vileness and to respect others as himself.

A longer piece may be handled in like manner. Take, for example, Spencer's essay on "*What Knowledge is of most Worth*" — a production which might well be studied by advanced classes in High schools, especially the "teacher" classes. To such classes it would, we doubt not, be of far more "worth," both as knowledge and for discipline, than the scraps of "science" which, having never organized into real knowledge, they leave behind them when they "leave" the school. In carefully reading over this production of a great thinker, we find resting places, as it were, in the movement of his thought—giving us four chief divisions of the discourse. The *first* division, the introduction, determines the data for the solution of the problem ; the *second* discusses the

primary determinant among the data for solution of problem, viz : What knowledge is of most worth as bearing necessarily upon the *principal activities* of life ; the *third* discusses the next important determinant, viz : What knowledge is of most worth for discipline, intellectual, moral, religious ; the *fourth*, the conclusion, is an animated summary in exaltation of science above all other knowledges. Passing now to an examination of the *first* division, as an exemplification of all, we have a scheme of thought relations approximately as follows :

PART I: DETERMINATION OF DATA FOR SOLUTION OF THE PROBLEM.

1. INTRODUCTION. *Undeveloped character of present education* accounted for.

1. Decoration precedes dress. Illustrations.

2. So as to mind : Ornamental more valued than the useful.

3. Especially so in the case of the "other sex."

4. Reason of this. Social needs dominate individual needs ; and chief social need—control of individuals.

5. Further proof. Question of knowledge worths not discussed—standard of values not even conceived.

2. THE QUESTION OF QUESTIONS. How decide in conflict of studies.

1. Question *not* has the study value? But its relative value?

2. How determine relative values?

3. Must have a measure of value. This *indicated* by the common question—what use is it? *i.e.*, what effect on human happiness, etc.

4. Therefore how to live completely. How to treat the body, the mind, affairs, etc. These the principal activities of life.

5. This test never used even partially. Must be rationally determined.

3. THE TEST. 1st determinant. *Activities of Life*.