

be filled. The child brought for education must be regarded as a distinct personality, different from all other personalities, the result of antecedents and environments upon which, just as it is found at that moment, must be brought to bear the strongest motives and influences, to induce it to make sacrifices or suspend self-indulgence, for the sake of an end at which it aims. So far all true education must be the same. The state will take the child on its way so far as to enable it to become a good citizen; there its duty ends. The college goes further and aims to make a learned man. The state and the college treat all their children alike; the curriculum is inflexible, and the stagnation of uniformity is often the result of their rigid procrustean rule. While system, methods, and careful organization must form the groundwork of any school, the true aim of education should be to seek the *individual*, that it may bestow upon him in himself the fulness of its blessing. And in this garden there should be no attempt to make a lily of an orchid, or to train a violet into the gay flower of the parterre; nor, though parents often expect it, and resent the failure to produce it, can the "hyssop on the wall" be developed into a "cedar of Lebanon."

Strange ideas as to the function of an educator are sometimes met with.

A socially ambitious mother, in a city renowned for the beauty and grace of its women, was greatly disappointed that her daughter, one year a pupil of the school, and an amiable and clever girl, did not take rank in society as a reigning belle. Nothing could exceed her bitter reproaches against the school on that account.

Instead of fostering false, unwholesome ideals, and worldly-mindedness, a good school corrects all of this, and gives to the pupil principles of action,

high ideals, and practical habits which steady her through the vortex and over the dangerous strands of modern life.

A bright and rather handsome girl from a Western town spent the last year of her school life with me. She was respectful to her teachers, courteous to her companions, and though perhaps rather intense, most kind to everyone. Nothing in her disposition or bearing indicated the attention with which the eyes of the world would hereafter regard her. On taking her from school her mother informed me that her eldest daughter had married a humdrum man and settled down to mediocrity, but that she was determined that this daughter should have a career. She should take her to Newport for the summer, bring her to New York for the season the next winter, and with the experience thus gained take her to London the following summer for the success which she had planned. The Atlantic cables and foreign and home papers of every degree have borne testimony that she achieved her career.

The yellow-covered novel idea of a girl's boarding-school is also familiar and amusing.

In *The Popular Science Monthly* some time ago was an article devoted to "Hygiene in the Education of Women," in which was the stereotyped tirade upon the useless and insipid lives most young ladies lead. It says: "The system of fashionable boarding-schools, whose anxiety to render their pupils accomplished and fascinating at all costs results in a forced and at the same time imperfect training which, combined with luxurious living, absence of exercise, and other healthy circumstances, tends to increase the irritability of the nervous system and to foster a precocious evolution of character. As this is increased, tone and energy are diminished. The girl returns from school