

consideration of teachers. It furnishes a principle of great importance. A thoughtful man may see pretty clearly from the start whether, to use President Hadley's terms, a boy is of the practical, literary, or administrative type. There is not so much cross-division in this as may at first appear. It is curious how the popular mind, much to our vexation at times, instinctively fixes upon this epithet "literary" as the characteristic of an Arts course in colleges. The epithet would doubtless remain if Arts included art as a liberal study. The question is one, then, of a natural bent towards fact; or forms and ideas; or affairs, leadership, management of boys or men. The first type, when educated, will give us, say, skilled mechanics at one end, manufacturers, engineers, physicians, scientists, further up the scale. The second will give us teachers, journalists, preachers, barristers. The last supplies the organizers in all lines of life. Let us grant in passing that the organizing type is comparatively rare, and that it receives the greater part of its actual development from that all-important education which boys and young men give themselves in their common life together.

Eager as we may be to dispute the details, let us admit the fruitfulness of the principle. For, as President Hadley says, it is not alone the teacher who recognizes this in the boy, the boy recognizes it in himself, and knows when a subject is taught from the point of view that suits him. Here is a clue to simplification. The same subject may be taught from different points of view, and most subjects may be conducted in such a way as to secure interest by appealing to aptitude.

But there is another side to the working out of this principle. Each type has the "defect of its quality," which, if education is nurture as well as "educing" of faculty, it is the business of the teacher to observe in each case and strive to remedy. We have won the pupil's interest, let us build him up and round him out. This is no mere platitude. It does not mean let us turn him, as we sometimes do, into something for which nature did not intend him; but let us follow the hint she gives and make good what she leaves incomplete. The practical boy will make a mere operative at one stage instead of a workman, a trader at another instead of a man of business, a callous physician instead