

have the habit of working cheerfully and well, is more important than knowledge. As Miss Loane's 'Fatigued Philanthropist' very pointedly remarks, 'After all, do they not bring up a thousand times as many [children] as the rich, and make far less fuss over the matter? The supposition that they are indifferent to their children, and expect them to look after themselves at an early age, is ludicrously inaccurate.'

There is, however, another criticism to be made from a somewhat wider base. If that view, already mentioned, of a nation as an organized community be carried farther, it becomes evident that, so long as there are different sorts of work to be done, different types of mind will be required to do it well. What, then, does our educational system do to produce, or at least to encourage and develop, when found, different types of mind? Nothing at all, so far as the poor are concerned, except to promise technical education for those already well enough off to take advantage of it. The aim apparently is, to produce varying approximations to the clerk or teacher or minor professional man; to foster only one type of mind, that which responds readily to the cut-and-dried curriculum in vogue. Miss Loane refers to