

as earlier hinted in this paper, that development of energy in the individual, mental, moral, physical, which a complete education involves, is, probably, an even more essential factor in practical success than any merely technical training, although the latter may be also indispensable for some special industry or profession. It is to be also noted that there is a liability to misconception in the matter of "practical education." No education can be practical in the sense of taking the place of actual experience. Before this test so-called practical education fails, almost equally with the theoretic. The fact that the teacher-in-training is teaching for practice and not professionally, or that the student of engineering is laying down an imaginary railway-line which will never be actualised, removes the spirit of their performance far from that of real professional work. In the realm of education, general or professional, we cannot have the living reality, and it is better not to delude ourselves and our young people into the belief that we can, by hyperboles over the value of a practical training for the fierce competitive struggle of modern life. Nothing can be truly substituted for experience itself in the open fields of life and away from all the schools, however much we might wish to substitute a less ruinously expensive teacher and course of study. After all, a final hope, and no slight one in the preservation of some remains of a liberal education, may be placed in the nature of youth and especially of the child. If the fire-escape of the New York tenement house may be a Jacob's ladder for the child, so may the most exact system of industrial or domestic science training be translated by the unconquerable needs of his forming mind into a liberal education. "We receive but what we give," and the normal child has the indefinite expectation that the future belongs to him and a free choice of occupations in this many-coloured life. For he transforms, after the manner of all poets:

"Wenn die Natur des Fadens ew'ge Länge
Gleichgültig drehend, auf die Spindel zwingt,
Wenn aller Wesen unharmon'sche Menge
Verdriesslich durch einander klingt;
Wer theilt die fliessend immer gleiche Reihe
Belebend ab, dass sie sich rhythmisch regt?
Wer ruft das Einzelne zur allgemeinen Weihe
Wo es in herrlichen Accorden schlägt?"¹

¹ *Faust*. (Vorspiel.)