

participates in the life of all the races on the face of the earth. The people of every race and tongue must go to school to this highest ideal of education. Learn to command nature by means of science and learn to convert it to human uses. Each race must learn to know the most internal motives of all other peoples and to appreciate them at their true value. The grand vision of universal tolerance, which has taken possession of our minds through the words of President Eliot, is to become the reality of the new century. For this movement which goes out to the borderlands and makes itself cosmopolitan, has to develop perforce the principle of toleration. We can get no good from our fellow-men unless we approach them in the spirit of this principle. We must learn to find the good in our fellow-men. We must hold back our tendency to discover only what is bad. This change in our point of view will make us continually more helpful to others.

I close with my thesis at the beginning, namely, that our movement toward individualism is possible only in connection with a reverse movement from the individual towards what is universal, and the attainment of this by means of culture—by means of the increase of education of all kinds, especially of higher education.—*School and Home Education.*

WHAT SHALL WE DO FOR A LIVING?

EDWARD. GARRETT.

IN a little book recently brought out by the headmaster of one of the great English Public Schools, he comments on what he observes as a growing indifference and inability on the part of the present-day youth to select a field for its life's labor. He thinks it is a bad sign when a lad of sixteen has not some decided inclination as to "what he is to be."

This writer was speaking of youths who regard a calling in life chiefly as a "career," and who (too often unfortunately) are not obliged to think of it as a necessary means of gaining a livelihood. One would like very much to get the utterance of the experience and opinions of the headmasters and headmistresses of our Board schools on this same subject. They could tell us better than anybody else, under what influences varied methods of bread winning are chosen, or how often they are not chosen at all, but

rather accidentally imposed on young people by their surroundings and their limitations. One scarcely knows how far they are able to trace their former scholars about in the world; but where they do they might be able to give us striking instances of the waste caused by misapplied capabilities, or, on the other hand, of the triumph of inborn instinct and ability over all hindrances.

There is no doubt that many of the first stretchings of the young mind towards its unknown future are very wild and vague. I know of a little boy who confided to his aunt "that he would like to be a cabman if cabmen could be buried in Westminster Abbey, and if not then he would choose to be a general."

I dare say we have all known little people who have had longings to grow up and keep a sweetie shop, and with the very unbusinesslike