

largely an affair of favorable physical conditions? The usefulness and happiness of every individual is largely determined by the clothes he wears, the food he eats, the house which shelters him. These are material considerations, but they are necessary ones. Without proper food, good drainage, good ventilation, and suitable clothing, there will be no bodies able to contain the brain and soul which is to be "educated." Our world is what it is to-day because of the labors of our practical men and our scientists, not because of the poetry of Homer or of Shakespeare. We want the poetry, but we also want, and must have, the practicality. Men must be taught how to make a living as well as how to enjoy life intellectually. The man who must pawn his Iliad for the price of a pair of shoes, or go barefoot for the sake of keeping it, is an example of the "educated" man who has not been taught the practical side of education. The world has already many such, so large a number, in fact, that thoughtful men stand appalled at the extent of the evil and terrified at the prospect of its increase. Here is the opportunity of the practical educator for the man who sees all sides of the question, not only the classical but the bread and butter aspect of the matter.

Poems are good; so are potatoes, and if we must choose between them it must be potatoes. The man who discovers and applies a remedy for potato rot is as great a benefactor to the human race as he who translates the *Antigone* of Sophocles.

It is this stupendous truth which the educational world has been so slow to recognize and which it tries so strenuously, even now, to ignore. It is this spirit which will battle most vigorously against the introduction into our schools of so practical a matter as the weather problem,—not because it is any disgrace to understand the weather or the charts upon which it is indicated, but because such knowledge has a definite money value. A man with even a little of such knowledge may be able to save a crop of hay—and thereby the money it represents. Is, therefore, such knowledge "sordid," "degrading," unworthy of our schools, unworthy of our society which is bowed to the earth with a load of paupers and criminals largely made so from ignorance of how to make an ordinary living?

It is a cause for rejoicing that education is so largely becoming a matter of teaching men and women "how to live," for not until they can satisfactorily solve that first of all problems, and on its physical foundation, can they successfully cultivate or enjoy the intellectual or spiritual life.