

Education Lacks Utility.

By Ella Wheeler Wilcox.

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Education under the present system does not instruct the pupils in the practical duties of life, but tends to destroy the love of labor in the necessary vocations of life. Hundreds of our best social conditions the people who to-day prepare and serve our food are looked down upon as beings beneath us.

HEADFORD PECK.

No truer words were ever written. Mr. Peck is the president of the Co-Operative Association of America, with its headquarters at Lewiston, Maine. He knows whereof he talks.

Education is a good thing if it is practical; but the education which only instructs the brain—teaches it to remember things which have happened or been written, and leaves the heart, soul and body unprotected—that kind of education is a misfortune.

The children of working people who learn just enough of grammar and literature to be ashamed of the parents who sacrificed comfort to give their children "a chance in life," and who go forth into the world afflicted for any practical labor, possess the unfortunate education of which Mr. Peck speaks.

Many young women from our high schools and colleges are cursed with a contempt for what they call "menial labor," and yet are incapable of performing any intellectual work profitably or competently.

They feel "above" domestic work—they cannot make their own dinner or morning gown, or trim a hat or cook a dinner, and they have not concentration or consecutive thought sufficient to accomplish anything in the mental realm.

They feel they are "cultured" and "accomplished," and long to marry a rich man and shine in society or go on the stage and become famous.

They speak condescendingly of the house-maid, who exalts them, humbles her, she can do one thing well and make herself useful to others.

Young men are turned out of the colleges with by the hundreds with the same labor-

less of life, making the same distinction in "classes" of work, and with the same lack of any practical ability.

It is a great pity that our schools do not all impress upon the minds of the young the degrades of idleness, the ignorance of mechanics and the shame of dependence, together with the dignity of labor, which helps humanity to find comfort in life.

I believe in education, and I think our country is doing much to increase the general intelligence of the masses. But if men like Mr. Carnegie and Rockefeller would do more for manual training and industrial schools they would help the world faster than by their gifts to colleges and libraries.

Professor Edward Douthett's bill before congress for the establishment of such schools all over the country would be a universal blessing if passed.

We want more practical people in the world. We want education which renders our young people sympathetic with toil—which makes young men and women respect the people who can make, sew, clean, build or repair satisfactorily.

The world has had enough of snobs, and upstarts, and fools, who misqu岸ide as people of "refinement" and "culture," but who have no heart or soul or sense of appreciation toward the laborer. Our schools are doing much that is commendable, but they do not sufficiently impress the young with the debt the world owes to the snubbed makers. Too much of the education of the day, as Mr. Peck says, simply results in causing the young to despise labor with the hands, and to assume airs over the world's workers.

I hope the day will come when the heart education—the education of kindness, will seem more important to humanity than that of the brain alone.

When that day comes labor and laborers will not be looked down upon, but honored and treasured well. The important thing for the workman or woman to do to-day is to be worthy of respect by cultivating the noble qualities of the heart and mind: be appreciative, grateful and courteous; be self-respecting and conscientious. Value your work—stand by your position and live up to your position. Cultivate character; that is what makes the man and woman to any station in life.