

It cannot train up men who will respect authority and faithfully discharge their duties in time of peace; much less can it prepare them to act on the highest principles in the emergencies of war. A cultivated intelligence may easily become a dangerous weapon both to its owner and to his fellow men, if it be not controlled by an upright will. Where such restraint is lacking, the only means of preserving order is the threat or the application of external force. And once a people has been imbued with the idea that expediency is the only rule of conduct within its own borders, it will not scruple at violent measures when its interests or its claims encounter opposition from abroad. That war could possibly be unjust will scarcely occur to minds which have been educated without any reference to moral or religious obligation.

It should not be inferred that education as such is a failure. If its sole purpose were efficiency, abundant evidence of its success might be found in the present conflict. No previous war has called into action such varied capacity or such keen calculation. All the applications of science have been enlisted and all the resources of quick-witted thought, so that men marvel at their powers of destruction. But thereupon it is pertinent to ask why the same high degree of efficiency should not have been employed for the maintenance of peace, for the healing of the nations instead of their ruin. Education assuredly has accomplished its aim, but that aim did not include the things that make for peace. It gave men knowledge but left them without moral direc-