

THE EDUCATION OF THE FUTURE.

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The education of our children is the most important problem before humanity today, because every phase of the welfare of the race depends upon it.

As childhood is the beginning of sentient life, it is the time when a foundation is laid for the whole subsequent career, and as the career has relation to the whole of the being *i. e.*, the body (physical and mental), the soul (the personality or character) and the spirit, so an adequate development of every organ, function and faculty of the whole being should be the foundation begun in childhood.

As the establishment of a complete and vigorous root system ensures a profitable tree, so a complete development of every part or phase of the human being should result in the fruitage of an ideal man or woman.

The question of the physical improvement of the race is intimately and ultimately dependent upon the proper development of the children.

The elimination of disease will be greatly furthered by correct physical training and the proper direction of the imagination and the will.

The social purity problem will be greatly lessened when every child is systematically developed in every part of his life, physical, mental, moral and spiritual.

The question of the reduction of criminality will be answered when the physical, mental, moral and spiritual parts of child nature are harmoniously cultivated. Just here I beg to be allowed to digress somewhat from my subject. We hear of the dreadful criminality of the dwellers in the slums of our cities, but under the present conditions how can it possibly be otherwise? When we consider that heredity and environment, the two greatest factors in the development of character are both arrayed on the side of evil; that the plastic period of the child's life is passed, almost entirely, among evil influences; that the child hears God's name only as an oath or a curse, and that the mention of goodness or virtue is usually accompanied by a sneer, while vice is laughed at; when we consider these and other conditions that go to make up child life in the slums, the marvel and the miracle is, that the children grow up as good as they are.

The conflict between wealth and poverty will be settled only when the social feelings, the moral sense, and the will of all are correctly and adequately cultivated.

A high appreciation and cultivation of art cannot be attained without the training of the senses, including the motor sense, the fostering of the aesthetic sense, and the development of the imagination.

Scientific discovery would be wonderfully enhanced if the perception, the imagination, the judging, reasoning and other faculties of all children were sufficiently fostered. It has been well said that "True perceptions lead to true conceptions, and true conceptions are the very foundation of truth itself."

The mooted question of religion will, in a great measure, be answered by the cultivation of the moral and religious sentiments, also by the training of the judging and reasoning faculties to such an extent that every one will be able to see and appreciate truth.

And so we might consider other phases of human life and we should find that the correct solution of each problem, can, to a great extent, be reached by the harmonious development of the whole being of the children.

Of course I do not think that so marvelous a condition can be attained in one generation, but the sooner we begin the process, the sooner results will be achieved.

A prolonged treatise could well be written on the importance of education, but such is a conceded fact, and further discussion of it is not the object of the present article.

Much is spoken and written now-a-days in criticism of our present method of education, but many of the criticisms are destructive rather than constructive, because no *adequate* suggestion for betterment is offered. It is easily seen by results that the present system can be improved. But how?

The problem of the best method of education is one that demands our most earnest efforts, our deepest study, and our loftiest imagination. No doubt our educators believe that they give of their fullest powers to the consideration of the subject, but are not their efforts more of a guess than an investigative study? There should be more of the tireless, persistent endeavor of the successful scientist to accomplish the best results. We should not be satisfied with anything short of approximate perfection.

The education of the young is occupying the time, the energy and the talent of very many of the ablest, wisest and most consecrated men and women of the world. It is consuming the ardent enthusiasm of thousands of young teachers who start in the work with the worthy ideal of leading