

closely the order of causes enumerated above in sketching the cures :

1. We need to check the tendency to loss of responsibility which the hiding of the individual in the mass creates. The school steps in with its requirements, its restraints, and puts each pupil upon his individual merits. He must be punctual, attentive, orderly, obedient of himself and for himself. The general average of his class will not suffice. His personal attendance is noted each day. His recitations show the degree of his attention to his daily study. His conduct is observed in all his personal relations to his fellows and to his teachers. His faithful performance of tasks and his derelictions in duty are recorded against his name. He is one of many, and not one in many. He cannot shirk duty without personal reproof. To his teacher he bears a distinct personality. His personality is so constantly, and in so many ways impressed upon his mind, that he grows into the habit of assuming personal responsibility. Motives to its acceptance and exercise are drawn from his relations to his fellows, to his teachers, to his parents and to his Creator, for the true teacher can not fail to guide the thoughts of the child upward to a power above his own source of his life and of his blessings. The relation of the creature to the Creator, both home and church expect the school to teach, while they reserve to themselves the right to indoctrinate the child after their own forms of faith.

2. While the school emphasizes individual duties it presents also the selfhood which imparts good in distinction from that which seeks good. Every movement of the child must be made in accord with those of his mates, for in no other way can peace prevail. His disposition to be talkative is counteracted by the inner command to be silent, which the

presence of others enforces. If he would study aloud, he finds that the same practice on the part of others interferes with his progress. At every turn he is compelled to recognize the rights of his neighbours, and to find in a measure of restraint his true liberty.

3. The true democracy of the school permits no superiority of right. On the play-ground equality of right is recognized in a peculiar manner. Enjoyment there depends upon harmony, even a selfish motive may induce to such a result. Distinctions in social rank are forgotten in the main. Knowledge of real merit obtained in the class-room goes far to check any tendency to social exclusion on the play-ground. Exclusiveness is not natural to a child. Near the home of my boyhood dwelt a man of some wealth, who at his death bequeathed all to two grown up sons. In the property was a double house. The families of the sons moved in, and by reason of unfortunate differences, built a high board fence from between the doors to the street, that they might be spared the sight of each other as much as possible. It was not long, however, before their children's knives made small openings in the fence through which they could see and converse with each other.

4. It is the distinctive province, especially of the public school to Americanize our entire population. No agency has been more potent in this direction. Its distinctions are in the line of intellect, not of blood. Its opportunities are free to all. Its prizes are awarded without regard to birth. The offer of a free education, opening the avenue to social and civil preferment, is the strongest incentive possible to one who has all his life been weighted with social exclusion, to enter heartily into the support of American institutions. Bringing the child of foreign parentage into inti-