

toba in this era of self-government and passion for equality of opportunity?

The reasons why parents seek an advanced education for their children reveal the social ideals which are the echo of the voice of the higher education of the age. Some of these reasons are proclaimed with convincing candor: That their children may escape hard work; may get through life easily; may reach a higher social position; may acquire property, with or without the negligible preliminary of having earned it. The volume and stress of those voices drown the petition of the wise few who pray that their children might have life—not things—by means of education and have it more abundantly. Education sought for those selfish ends is a delusion and a snare; and the disappointment is heard everywhere in the storm of protest, unrest and discontent which threatens society. Life and labor have not yielded satisfaction up to the expectations. Whether the discontent be due to economic conditions, whose meagre opportunities for the many it must be a chief object and privilege of government to correct, or to the quality and habits of life, which it must be a chief object and privilege of education to improve, the fact remains that it is prevalent as the experience of the bulk of our people. And such discontent or want of satisfaction has the educational result of all oft-repeated experiences; it fixes itself as habitual in the character and conduct. Evidence is thrusting itself forward with 'striking' insistence that those who do the nation's manual work, and into whose hands has come political and physical power to have their way, are losing confidence in the ability and willingness of the present forms and methods of government to correct economic conditions which breed injustice to their children. At the same time citizens generally are grumbling at the failure of the prevailing systems and methods of education to ensure the formation of habits which lead children and young people towards health, happiness and efficiency in labor.

Will any changes in our systems and methods of education bring a real cure for the ills and evils of the habitual discontent with life which is spreading? Some of them are well worth trying. First, those which lead pupils to the achievement of joy through the processes of labor as distinguished from its wages and other rewards. Every child who is given a fair chance can manage that. In this a little child may lead us. Secondly, those which produce the pleasure of working together for some end believed to be good for all. Will not school pupils and older students work themselves into social efficiency, by co-operating in productive labor, as well as play themselves into ability by means of team games? Both together are better than twice as much of either alone. Thirdly, those which yield gladness through creative work whereby each individual strives to give expression to his own concepts