

and force of character; these are the qualities education worthy of the name should develop.

"How best to educate the masses" is a problem that involves the future of the nation, the vitality of the race. The waves of dissatisfaction that assail the modern public school system on all sides are assuming dangerous proportions. Even its most sanguine supporters are bound to acknowledge that it has not made good; they must by dint of overwhelming evidence declare that, despite magnificent equipment and high-salaried teachers, the results are not what they would have wished them to be.

To anyone who has studied the question closely, it is evident that the output of the American public school (I use the word "American" in its broadest signification) is by no means superior in point of training to his foreign brother; he is manifestly wanting in the three essentials of an ideal character, viz.: reverence, self-control and thoroughness.

Tennyson, with his keen insight into human nature, summed up the essential traits of a man "worth while" in the words: "Self-reverence, self-knowledge, self-control, these three alone lead life to sovereign power."

When Shakespeare wrote: "The child is father to the man," he hardly expected the overwrought interpretation that the modern world has given to his words; for basing his conduct on the child's future greatness, the average parent goes too far in his worship of the soon-to-be "king of creation." All difficulties, all hardships are carefully eliminated from the nursery and school-room, lest the nervous system of the little paragon should be undermined. He must not be "kept in" after school. Such a practice is a relic of barbarism! He must not have "homework," the doctor has forbidden it, and, under no circumstances, must he be publicly reprimanded, as his highly organized sensitive nature recoils at such inhumanity. Small wonder is it then that under such conditions young America should develop into a full-fledged despot to whom the word "reverence" has no meaning. His criticism of his comrades are considered "smart" by his doting parents; his teachers are openly taxed with being "old fogies," "antiquated in their methods," in the very presence of their pupils, and then when a spirit of rebellion and lawlessness has become deep-rooted, the parents stand aghast while that monstrous invention of the nineteenth century, the "strike" sweeps all before it.

Only last month the papers had accounts of the "strike" of the fifteen hundred pupils of the Washington Irving High