

cation is a thralldom, that it restricts the liberty of both parent and child, that it gives undue power to the state in personal affairs, while in this country it is frequently said that it is undemocratic and un-American. To this the sufficient and final answer must always be that it is wisely democratic and emphatically American, since it contributes directly to the intellectual and social emancipation of the people, and promotes the highest quality of citizenship.

It is within the school-room, however, with its methods, its work and its appliances, that the creed of the educationist has suffered its most thorough revision. There are four elements in education; the child, the text, the teacher and the method. Under the old regime the text was the last and absolute authority. The teacher was simply the interpreter of the text and the alpha and omega of education consisted in the complete mastery of the text by the memoritor method. This mastery gave information directly, discipline indirectly, and practical power remotely. In the overthrow of authority and tradition which is now being accomplished this order has been reversed. The child must "learn to do by doing," he must proceed, "from the known to the unknown," he must gather the text-book scraps into a consistent and well-ordered body of knowledge, he must learn the secret of self-activity and gain the power of independent effort. The self-activity thus prescribed is not the purposeless activity of play, but the methodical and productive activity of work. Yet it must follow the line of least resistance, and the child must be taught those subjects by which he is attracted and influenced. He is not to be ruled by inclination and pleasure, but by deep and genuine interest. Thus the principals of individual instruction and of elective studies emerge. Thus also the function of the teacher is dignified and the child as a person becomes the centre of the entire scheme of education. The child must be carefully studied, his needs and his aptitudes must be understood, his desires must be strengthened. The teacher must be a psychologist. He must know the child-mind in order that he may train and develop its powers. As he watches the evolution of intelligence, as he traces the laws by which this evolution is controlled, as theory is confirmed or contradicted by daily contact with his pupils, he comes to understand the true function of the educator, and to realize the immense practical value of his scientific investigations. He also appreciates the fact that education is not repressive but suggestive; that the child is not a passive but an active being; that education has its end in practical activity and not in meditation. It follows as a general principle that the unity of the educational process is eagerly sought by every advocate of reform in education. There should be a connected and harmonious system, from the kindergarten to the university. Only through the existence of such a system can the mind of the student be symmetrically developed. There should also be an education of the entire being, for the study of the child-mind reveals its intimate relationship with the moral and physical natures. From the foregoing it will readily