

The higher education has generally learned the lesson that system, although an excellent servant, is a poor master, but the lower education everywhere calls loudly for emancipation.

Take the matter of text-books alone: a text-book is a tool, and its chief excellence is in being fitted to the hand that must use it. In our own country, we act for the most part upon the crude theory that administrative boards may properly select the text-books to be used by teachers, and the patent evils for which this notion is

responsible are counted as nothing in comparison with the blessings of uniformity. In fact, the attitude of the educator towards this subject should be that every sort of a uniform regulation must give indubitable proof of its necessity before it has any right to exist, the prevalent attitude being, we need hardly say, that the presumption is in favor of the uniform rule. Local option is as essential to educational as to political vitality, and it should be extended not merely to every school, but to every individual teacher, in every case possible.—*The Dial*.

THE DUTY OF THE STATE.

EVEN during the hard financial strain of the past two years the great majority of those who have suffered have been those who have never been taught to do anything, or at least never been taught with a thoroughness that makes instruction convertible into terms of dollars and cents, bread and butter.

The generic problem of the race is to keep soul and body together, and the school problem is first of all to put the rising generation in the way of making the junction of the two possible. So long as the State assumes the care of paupers it is the duty of the State to use its best means to prevent the existence of paupers, and one of the most direct means to that end is to see to it that all the children in the State are thoroughly instructed in reading, writing and arithmetic, and are substantially trained in the practice of some form of remunerative handiwork, writes the Rev. Charles H. Parkhurst, D.D., in a vigorous article on "Compulsion in Child Training," in the *Ladies' Home Journal*. There is work enough to be done in this big

world by people who are willing to work and who know how. The idea of immense wealth secured by some process of financial legerdemain has so pervaded the general atmosphere that a sufficiency has ceased to satisfy, and a young man resolves either to speculate his way to fortune, or to steal some one's else's fortune, or if both these expedients fail, to turn professional idler and subsist on charity.

The incentive to substantial equipment for the struggle of life is thus withdrawn. If I were the State I would compel every child to acquire the means of an honest livelihood, even at the risk of the whip, and then if, having acquired that means, he failed to avail of it to his own maintenance, I would commit him to the workhouse and keep him at hard labor there till he experienced a change of heart. There is no respectable consistency between State's care of the poor and State's neglect of stringent means for preventing the existence of the poor. If a government ought to be "paternal" to the extent of feeding paupers