

for the family to exercise this supervision and control. Towards this end it would be well if officers were appointed with the particular purpose of protecting youth from some of the evils that beset them. It may be urged that the proper way to meet negative influences is to multiply and render effective the positive influences, in other words to better the homes and the schools. It will be conceded, however, that this theory will not apply in special cases, and it is these cases that we have most to dread, for it is boys without proper home influence and who will never have such influence, and boys who do not go to school, that are the greatest menace to civilization. And the state would be justified in going still further than in appointing officers for the protection of youth, it should assist according to its ability, in providing those means of education which families and schools can not afford. Well-selected public libraries with volumes particularly suitable to children are not a luxury. They are a positive necessity. Perhaps the day may come when even in our cities and towns, as in some of the cities of other lands, open-hearted citizens will club together to furnish the schools with truly educative works of art, and set before the pupils by means of afternoon recitals, right ideals of instrumental and vocal music.

The education of home and school is general. It must be supplemented or followed by the education of the technical schools. That these schools should be aided by the state is evident on economic grounds alone. Teaching, medicine, pharmacy and the like should be placed on a scientific basis. The state must assist towards this end, and must exercise such supervision over practitioners as to guard the public against imposition. Agricultural schools are particularly necessary if our chief industry is to be placed on a proper basis. Though the experimental farms have been of untold benefit, yet it is evident that one learns infinitely more from observing and reasoning about experiments, than by simply hearing about them. The farmer, above all men, requires to cultivate the scientific mind. He can best do this in a practical way in a school of agriculture, in which there is practical demonstration of the theories that have been derived from scientific research.

But technical training tends to narrowness unless coupled with general culture. Indeed without such general culture, technical ability of the first order is impossible. The state should make it as easy as possible for all its citizens to secure the benefits of a university education. Above all should the secondary school, which has been termed the common people's university, be liberally sustained and encouraged. To discourage higher education is to pave the way for the gradual lowering of intelligence and culture in a community.

The thousands possessing nothing but common school education and such technical training as they may have received by accident, as it were, would be greatly assisted in general and special lines, if books and magazines suited to their needs were put within reach. Here again there is necessity for what seems to be one of the greatest advantages to any community—a well-selected library. "Education is not completed when children leave school, it is but begun."

Each public and private institution concerned in the work of education should have a definite understanding of the aims and methods of the others. Though each does its special work it must have regard to the general purpose of all. An effort to understand one another will result in benefit to all because of the sympathy that will be aroused. Without such sympathy there will always be harsh and uncharitable judgments. There is need in ordinary human affairs of the application of the divine injunction, "Go and tell him his fault between thee and him alone."