

as they should. It is true, they respond well if we apply the dollar test. This country of the largest farms, the longest railroads, and the most stupendous enterprises has gone far towards bringing its educational system into proportion. The last decade records remarkable instances of public and private liberality towards that end. But underneath this tendency is a counter-current setting away from the schools and towards commercial life—a current so strong that it is already one of the gravest perils of the age.

A little survey of the country will convince any thoughtful observer that this statement is not exaggerated.

The first one who pushes himself into notice is the irrepressible boy, at once the pride and the anxiety of his national parent. Where do we find him? In offices, shops and counting rooms, on farms, in the street—everywhere but in school, where we should expect to find him. Girls are responding readily to the calls of higher education. There never was an age in which girls were so carefully trained, at so great expense, and with such a gratifying measure of success. But this boy on whose intelligence depends our country's safety has gone off to join the money-making throng and "get rich."

It is a serious comment on American life, and it comes to us not in the language of sentiment but hard facts. Look through the common schools on which we pride ourselves, and you will find boys greatly in the minority. They keep dropping out all along the way to the high school and academy, so that in these departments the masculine element is only more notably lacking.

Then, too, everyone must have noticed, during the last quarter-century, the disproportional increase in the number of girls' seminaries and colleges in comparison with similar

schools for boys. The straw indicates the tendency of the current.

This is not true of intellectual education alone. It is emphasized in Sunday schools, churches, and reform movements, where women and children form a large majority. The woman side of our civilization is important, but it is not the only one. Surely America cannot be satisfied to let her churches go on building up strength in womanhood and losing it in manhood, nor to let her schools be turned into girls' schools and her reform societies into woman's organizations. It is true, the proportions are somewhat different in our colleges. Boys outnumber girls there. But this only speaks a warning word to both sexes instead of redeeming the recreant boys. It sounds very well in our educational reports to say that 23 per cent. of our population are annually under instruction in a school of some kind. But the figures have a different look when we consider that only 6 per cent. of these pupils are taking any secondary course, the other 94 per cent. quitting school in primary or grammar department. Out of every hundred pupils, our colleges are entitled to twenty-two—and only one of these avails himself of the opportunity. And this in a country whose political structure rests on the education of all the people!

These facts mean something. They mean that the number of our voters capable of exercising the rights of citizenship would not make a flattering majority. They mean that our society must have a coarse, hungry, ignorant element that is a menace to good government, and a burden on charity. There is sufficient evidence of this element in the industrial crises through which we are passing—in the disorders that cost the state such immense sums, and afford scenes degraded enough to belong in the Dark Ages. Ignorance can be cowed into