

Number One

(Concluded from page 22.)

liance and to get away from machine methods. But along with this, Looking-out-for-Number-One idea must go for something else, or we shall educate ourselves into anarchy. Already we have the spectacle of youths at college caring little or nothing for the college or the community in which it lives, or the country to which it belongs, so long as they can carve out for themselves a competency, a good fat salary somewhere—no matter where—and so on.

How about the country? How about other people? How about the team play of a community? Have we anything to learn in this regard from other school systems?

Every German boy, says J. A. R. Marriott, in *The Hibbert Journal*, is taught that he has come into the world in order to take his part in the defence of the Fatherland; every German girl is taught that it is her primary function to be the mother of sons who will fight for the Fatherland. The

spirit of the modern German polity, like that of ancient Sparta, is war. Germany is pre-eminently the Krieg-Staat. The ideal of such a State may be perverted, but it remains an ideal, and it is impressed by every possible means upon the minds of the young.

For the modern German has grasped another of the fundamental truths inculcated by the greatest of the Greeks: that the individual can only realize his capacities, can only "fulfil" himself, if he is an active member of a political community. He is primarily a "citizen." Has the same conception really permeated the teaching of youth in this country? A great war is calculated to drive the truth home as nothing else can; but periods of high tension are apt to be followed by periods of relaxation and reaction.

This is the real problem of educational reconstruction. The reconstructed system must of course subserve many subsidiary purposes; it must contribute to the stability of the material foundation upon which the spiritual superstructure must necessarily be erected; the steed of Science

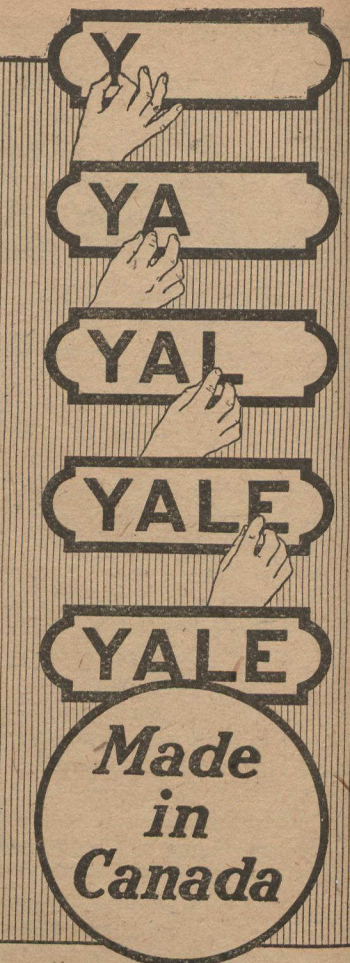
must be yoked to the car of Commerce; if manual labour is to yield higher remuneration to the individual labourer, that manual labour must be directed and organized in the most approved methods known to the science of industry; if wages are to be high, the output must be large; no means must be neglected by which the productivity alike of labour and of capital can be increased; out-of-date machinery must be scrapped, and obsolete methods of industrial organization must be abandoned, and for the attainment of these and like results we must look to a reconstructed educational system.

But we must look to that system for something more. The most elaborate machinery is liable to dislocation, the most cunningly devised systems will miscarry, unless you can rely with absolute confidence upon the intelligence and the loyalty of the human factor. We must have skilled workers and scientific directors; but neither will, in the long run, avail unless the general body of the citizens are imbued with "the spirit of the polity."



Trying
to Kill
Time

Till the
Holidays
Are Over



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