

those personalities in whom the observer unconsciously feels that the man is larger than the official position he chances to occupy.

Few men in public life have warmer friends than Judge Chipman and deservedly so. All who know him speak well of him and those who know him best speak with the strongest emphasis. He is sought after by the poor, the widow and the orphan in times of perplexity and trouble for advice. To such he gives a patient hearing, and their case receives his kindest consideration. Towards those in the humbler walks of life, he has the name of being especially kind and sympathetic. As official, citizen, friend he is esteemed for the fine qualities of manhood with which he is richly endowed.

The New Education.

A new day has dawned for the school. The educational reformer is abroad in the land. His ideals, his methods, and his labors are essentially revolutionary. Under his guidance, great movements are being inaugurated. Day by day the fight grows fiercer; yet the world at large hears little of the conflict. It is the warfare of the New against the Old.

There have been lonely reformers scattered along the line of history; and though Roger Ascham and Comenius and Pestalozzi spoke to a heedless populace, they laid foundations and enunciated principles which a later age was proud to develop and apply. To-day the very force of numbers gives power and dignity to the efforts of the progressive party. The early apostles of a newer education wrought an heroic product in the public schools, and persistent labor well-directed made the public school a Free school. Step by step, through toil and heat, amid the smoke of warring factions, the school is reaching its ideal. The magnificent victories of the Non-conformists in England and of the Liberals in Canada some two or three years since, show the tendency of the times in other countries. The English Education Bill and the Canadian Remedial Legislation were protests of authority against freedom, of the old against the new, and they deserved to perish miserably. We live in a land of popular government and religious liberty. Science is emancipating herself and the world. Commercial and industrial activities are fostering freedom of intercourse. Education must also be free, in its length and breadth, in both letter and spirit. The public school must be managed neither by political party nor religious sect. This is a fundamental doctrine of the educational reformer.

The New Education insists that the schools shall be free in their government, uniform in their requirements and practical in their methods. It further demands a compulsory attendance, in order that the privileges and opportunities of the school may become in the strictest sense universal. It has been charged that compulsory edu-