

diture for public schools has increased, fine buildings have been erected, and a more philosophical course of procedure is pursued; yet from various causes the pupil is met on the outside of the school-room by adverse influences that nullify what has been done for him within its walls.

At the meeting of the National Educational Association, at Buffalo, last summer, it was noticeable that little knots of men and women would be found in parlors of hotels, and the topic of conversation would not be what had been said in an address but the disorganized and unbalanced public sentiment. One lady told of hearing several of her young women pupils debating whether it were not better to commit suicide than constantly to be made to do disagreeable things. A gentleman who had been long in the field declared that the antagonism to the influence of the school-room often kept him from sleeping at night.

The papers of this city lately contained an account of a girl fifteen years of age who, not allowed to go back to her boarding school but instead kept at home to work, undertook to commit suicide. The Indiana papers contained an account of an eleven-year-old girl of Anderson, who, upon being rebuked for truancy, bought a box of rat-poison and swallowed it.

There have been thoughtless people who charge this attitude of youth towards morality upon the schools; but these girls got their notions of suicide from newspapers or from their companions. It is the universal testimony of those who have looked into the work of the school-room of the past twenty-five years that it is far higher in character, that it reaches deeper, or is calculated to reach deeper, into the life of the pupil than ever before. The fault assuredly is not with the teachers. This period might be called the normal school period, so rapidly

has this class of school been developed; so that the kind of teaching is of a more professional character; and this again proves that the influences inside of the school-room have increased in power and adaptation.

The outside influence has come at last to be an opposing factor of threatening magnitude. There are few groups of teachers in the cities that do not refer to it; they speak of it as something in the air. Boards of education refer to it. The interest in schools they see is unabated, but they see an unwillingness in the older classes to yield to the restraints that must be imposed. The college faculties are not wholly agreed on declaring there is a disorganized public sentiment; they admit that the football game has introduced experiences that are decidedly opposed to the welfare of the students.

This is not the place to discuss the causes of the demoralization. We must recognize the existence of what will be a fatal disease if not checked and apply all energies to get on a healthful basis. The teacher ought to be a religious man and to do all he can to promote religion among the community. The community, it will be plainly seen from what is said, needs his influence; he must do more than his work in the school-room. As the Christian ministers have felt it necessary to form Endeavor and Epworth societies, so the teacher must go out into his community, form associations, and construct rightly and solidly this disorganized public sentiment.—*School Journal*.

No man can be really safe, really secure that the world shall not harm him, unless there is going out from him a living and life giving influence to other men. And no man is really helping other men unless there is true life in his own soul.

—*Phillips Brooks*.