

kind of men that is wanted every where. The world is waiting for this class of men.

We have enough shrewd men ; we have a surfeit of quick men ; there is no lack of intelligent men ; but there is a dearth of men who can be trusted to do their work as well or even better when the watching power to whom they are responsible is removed.

That man or woman who can induce boys or girls to do as well or even better when she or he is out of the room is the highest type of a moral reformer, the greatest ethical teacher, the most useful citizen of the commonwealth. Such men and women are worthy of public statues in every community.

To day nothing more hampers the advancement of the race, nothing so puts off the great day when the booming social and economic problems that now threaten to disrupt society shall be settled on a solid and righteous basis as the dearth of men who do as well or even better "when the boss is away." Did we but work along the highest possible lines of education this great fact would be always foremost. It would

solve the question of how much and how well the common people should be educated. It would solve the problem of the distribution of wealth. It would settle the question of the centralization and of the distribution of power. It would make the question of standing armies and great navies easy to decide.

And this reform must come from the bottom. We cannot hope to reform from the top downward ; it can only be from the bottom upward. When the people demand a thing, that thing will be forthcoming whether it be good or bad.

The teacher, however humble his or her office may be, who has taught boys and girls this trait of character, no matter if there has been a failure in every other branch of teaching, has nevertheless done more for the betterment of the community and of the individual than the whole galaxy of tricksters, who, teaching the intellect to be shrewd and strong, and quick, and bold, have left a substratum of character eaten to the core with the dry rot of disbelief in the superlative value of honesty.

—*The School Journal.*

## THE CHILD'S RIGHT TO RELIGIOUS INSTRUCTION.\*

T. R. SLICER.

THE child is taken out of the body of its parents to be dropped back into their minds. That is the story of their responsibility. They have assumed the part of creation. They can not escape the responsibility of instruction. There is in the mind of the parent a sense of responsibility for the health and education of the child. If the right of the child to

care and instruction be undisputed, that it may not be sick and stupid when it comes in contact with those associated with it, it has the right that a Christian child born out of Christian parents shall not be a pagan when it comes to the larger contacts of life. It has a right to demand that it shall be taught all that is in the parents' experience, all that the teachers can learn con-

\**Christian Register*, Boston, condensed for *Public Opinion*.