

right of the State, then, be questioned when she says to her people that they must be primarily equipped for the acquisition of knowledge and truth? Shall any ideas of personal liberty be permitted to clash with the expressed rule of the State that her people shall read and think and know? Shall school-houses be built and schools established, and teachers prepared and appointed, and millions of dollars be expended for the support and maintenance of these schools, and shall the people, then, for whose benefit they were erected, be permitted to refuse the proffered help?

"The right, the necessity, the justice, the value of enforced attendance is admitted. Another question, somewhat connected with compulsory attendance for limited periods, presents itself for consideration. If the State has the right to insist upon a certain amount of attendance for each year, has it not the right to regulate the attendance of all pupils at all times? Has it not the right to insist that all pupils shall be present at every session of the school unless prevented by cause of sickness? Has the parent the right to keep his child home to run errands or to wash dishes or to mind children or to go shopping? Has the parent any right to any portion of the daily session for dancing or music or other lessons of any character outside of the school curriculum?

"We believe that the regular attendance of the pupil at all sessions of the school can no more be set aside by the parent than the State can set aside any portion of its obligations. For all the preparation and provision for public education made by the State only this is demanded: that the parents shall send their children to the schools so provided, not one day nor ten days, but every day. It is the other side of the contract. Beyond all this, there is another valuable result. Regular, punctual attendance is formative of character. It is elevating. It teaches respect for law and authority. The better citizen grows out of it. The better business man grows out of it. Steady, sterling characters flow from it. Better scholars, better results, better teachers spring from it. Is it not time for us to throw aside old foolish customs of school management, and to rise up to the full stature of men in our conceptions of public schools and public education. The problem might as well be solved now as twenty years hence."