

for the deficiencies of the home. The school must inspire high ideals of conduct, reverence for life, consecration to duty, love of fellow men, and the application of moral standards to various phases of life. The youth must have an intelligent grasp of history, literature, and biography; must work out economic, moral, and spiritual values; must learn the value of time, develop a proper attitude toward industry, social life, questions of the day, and towards life itself. The environment of a child should be such that his eyes and mind will be opened to the beauties of nature, to the wonders of life processes in plants and animals, to the data of elementary science, to the appeal of good literature, poetry, and history. Last of all he must learn habits of consideration and good will to enable him to live with his fellow men without friction and in the continual practice of the Golden Rule.

If education is a preparation for complete living then it must be carried beyond childhood and youth, beyond academic halls, into manhood and womanhood, and into the various activities of adult life. One great function of the school and the college is to furnish the youth with the tools for completing his education—and this is a life-long process.

This great world conflict must produce profound readjustments in every phase of life. The philosophy of complacency and self satisfaction had taken possession of many of us before the war. We have been aroused to a new seriousness and a new moral earnestness. Frivolity, selfish pleasure seeking, and extravagance will be replaced by new duties, new responsibilities, new ideals and a revaluation of values. The man of to-morrow will be