

our army must be made if any great emergency of war again confronts us. I recall a battle scene. The line was advancing against an entrenched enemy; from behind strong parapets eight double shotted guns belched their missiles of death into the advancing lines; there was a pause that threatened instant retreat, when a stripling soldier, a mother's boy, stepped to the front with cap in air, and cheered the line on to victory. The instinct of patriotism, of moral courage, was triumphant over mere physical daring in that hour and it always will be. It is not simply to give that power that comes from education, but to give it safe direction, that schools are established. He is not a benefactor of his race who develops un— or misdirected power. Therefore it is we must insist that in all our schools the morality of the Ten Commandments shall be instilled. That lessons of due subordination to authority shall be taught. In the family and in the school are the beginnings of this fundamental element of good citizenship—obedience to the law. A respectful deference to public authority; a self-sacrificing purpose to stand by established and orderly administrations in government. I rejoice in nothing more than in this movement recently so prominently developed, of placing the starry banner above every schoolhouse. I have been charged with too sentimental an appreciation of the flag. I will not enter upon any defence. God pity the American citizen who does not love it; who does not see in it the story of our great free institutions, and the hope of the home as well as of the nation. And I think, notwithstanding perhaps a little too much tendency to rote in our public schools, that it is still true that our teachers—and especially the women—are not without sentiment.

I am not here to instruct this con-

vention of instructors. As I have just intimated, it has seemed to me that we were taking on education some of the developments which characterized the mechanic arts. No workman produces a finished product. He gives it a little touch and passes it on to somebody else. I sometimes regretfully recall the days when the teacher left his strong impress upon the pupil by reason of long years of personal intercourse and instruction; universities where the professor knew the members of his class and could detect the fraud when a dummy was substituted. Now we have the little one for a few months in the kindergarten, then pass him on to the primary, and then the graded system catches him, much as a moving belt in a machine shop, and carries him on until he is dumped from one of these great universities as a "finished product." Perhaps the work is so large and the demand for economy so great that this system is inevitable. Perhaps it throws the pupil somewhat more upon himself, and out of this there may come some advantage; but without discussing the relative merits of the old way and the new, let us thank God that this great army of instructors, reinforced by the great body of our citizens, is marching on to reach that great result, when there shall not be found an adult citizen of the United States who is not possessed of an elementary education. There is a just mean, I think, between a system of intellectual competition which destroys the body, and a system of physical training that eliminates the mind. Perhaps the stress is applied too early upon our little ones. I throw out this word of caution to our good lady friends here who have them in charge. Some years ago I was passing down a street in Indianapolis from my residence to my office, and on the way was situated one of our public schools. The children were