

and Whittier, Lowell and Tennyson, Hawthorne and Scott, Shakespere and Homer—is, from every point of view, the most valuable equipment with which the school can send its boys and girls into the world.

For the same reasons drawing and music should be prominent features of the public-school curriculum. To what purpose does the artist "re-create the glory of the world," and the musician "re-echo its loveliest songs," unless there be developed in the great mass of his fellow-men the power to appreciate the beauty and the harmony of sound. It is not to make artists and musicians, it is to create appreciation of art and music, and to make these the ministers of gladness and hope and cheer in every humblest home, that the school should teach its pupils to draw, to model, and to sing. It places within the reach of every child sources of innocent and wholesome pleasure which riches cannot give nor poverty take away.

I have endeavored to present, first, the motive or ideal of the new education, which is nothing less than the fitting of each individual member of society for a useful and enjoyable participation in all that is purest, noblest, and highest in our common intellectual and social life. I have pointed out some of the more important features on which the new education insists as essential to the accomplishment of this, its social mission. Physical and manual training; flexible programmes and rational examinations, and frequent promotions; science and literature, drawing and music; kindergarten methods to start with, and opportunity for the individual to determine his own course with reference to individual aptitudes and future occupations—these are some of the things which the new education finds essential to its social mission.

The present is a time of crisis for the public schools. I do not refer to political dangers, either such as may come from partisanship in the attempt to use school offices as party spoils; or to reduce appropriations from motives of short-sighted economy, serious as these evils must always be in a democratic government. I do not refer to ecclesiastical jealousies and antagonisms, disastrous as these may become wherever diversities of religious faith prevail. Both these dangers the public school will safely pass, for the properly conducted public school is so manifestly superior to anything that either partisan politics or sectarian ecclesiasticism ever can furnish, that its inherent superiority will continue in the future as in the past to vindicate its claim to popular support.

The only thing that any institution really and permanently has to fear is the substitution of something better in its place. Now there is something better than the public-school system as it exists to-day. A school system where the promotion is frequent, and the programme is flexible, and instruction is personal and individual, and examination is rational and natural, and where the great topics which call out youthful enthusiasm and minister to intellectual and social delight are introduced as early and rapidly as they can be appreciated and enjoyed; a school system like that is infinitely preferable to a system where everybody must take the same course in the same time in the same way; and be worried once in so often over the same arbitrary and formal examinations, and waste the same number of precious years in the same dreary and monotonous drudgery upon subjects which have long since lost all interest and charm. The wealthy and intelligent portion of the community are beginning to understand that the public