

open to any and all the moulding, shaping processes which in their experience they have found effectual.

I do not know how the idea has originated and been fostered in so many young heads, that school-life is a coercive process on the part of teacher to be met by as stubborn a resistance as possible on the part of pupil, that some how or other education is the resultant of force on the one hand applied to resistance on the other.

That almost irresponsible guard as he sits with loaded gun upon the railroad embankment and watches every movement of the scowling, mad, sweating convict-gang in the ditch beneath him, presents no parallel to the work here in progress.

The Spanish colonies have just finished a three hundred years' schooling in the kind of oppression which means material wealth of the nabob wrung from the taxed and burdened peon. This institution with its endowment of governmental and state encouragement, of forefathers' patriotism, of future citizens hedged in by parents' prayers and hopes, of men whose sympathies are with the evolution of intelligent young manhood, I say, this institution is not modeled after that Spanish school. Compare it rather with that enthusiastic co-operation between government and people which during the last four months brought into training as by magic nearly 200,000 volunteers who have astonished the world by their willingness to serve and suffer hardship no less than by their daring achievements on land and sea.

What we are after is a noble aim, called in my text the truth (ton logon), inducing the fullest co-operation between