

The White Ribbon

FOR GOD AND HOME AND HUMANITY

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REVEILLE.

Wake, Brothers, wake, for the Night
is past;
The Stars are hidden, and see, at
last,
'Gainst bluest Heaven the Peak
stands clear;
And though we are lying in shadow
deep,
Naught checks the Great World's on-
ward sweep—
Up, Brothers, up; have done with
sleep,
For Day, clear Day, is here:
The whole glad work of the World's
to do;
There's a place there for every Server
true;
So swiftly away to field, forest, mart,
With song and laughter in every
heart,
While under it all—strength of each
emprise—
Rings the Master's voice, shine the
Master's eyes.

—Marsyas.

PREJUDICES.

(By N. E. Coad, M.A.)

"Man's prejudice is of the Mind,
Woman's of the Heart."—Hon. T. M.
Wilford.

1. "That Domestic Science should
be the predominating subject of study
for all girls in secondary schools."

This prejudice is very firmly estab-
lished, for it has recently received
official sanction by means of regula-
tions, which makes a stiff course in
Domestic Science compulsory for all
girls in secondary schools. To com-

ply with the regulation, a girl must
spend at least a quarter of her school
time at this work, and just lately we
have seen the brightest girls in a
large school being compelled to
drop botany in order to learn
dressmaking. The great pity of this
is, that for dressmaking, there are
numerous opportunities after school
life is over, but for botany this is the
only chance of a life-time.

The intentions of the authorities, of
course, are excellent. But that is
nothing, for good intentions can
bring disaster. Remember the little
proverb about them. Some educa-
tionists we know believe that this
scheme will "save the babies, pro-
duce excellent dinners for happy and
healthy husbands, solve the servant
problem, and stop all youthful im-
morality." In short, it is a panacea
for nearly all of the social sins among
our young people.

Certainly this is a glorious vision,
and there is only one little limitation
to the whole scheme—very small ac-
count has been taken of the girl her-
self, as to her nature and her needs.
For instance, for boy educational
practice now inclines towards giving
to them freedom to work along the
lines of their particular aptitudes.
Should not this be the rule for girls,
or are we to assume that nature has
cast them all in the Domestic Science
mould? Mothers and fathers with
daughters whom you wish to be train-
ed to earn their own living, what are
your views on this matter?

2. "That Wealth exalts a Nation."

This is a good old British prejudice.
Why is it that British Governments
and the British commercial classes
have always opposed a liberal educa-

tion for the masses? Read the his-
tory of educational reform in Eng-
land, and you will see this opposition
written large on every page. And to-
day the British Empire is only reap-
ing what it has sown in regard to the
masses. In spite of our boasted de-
mocracy, the people are still looked
upon as money-making machines, and
their health, happiness, and welfare
must be subordinated to high prices
for butter, meat, cheese, or any other
commercial commodity. The ques-
tion is: Will this Policy Pay?

Read the history of old civilisa-
tions, and one sees that this spirit
drives a nation sooner or later on the
rocks. It will drive the British Na-
tion on the rocks if it is not arrested.
Our Empire, of which we are so
proud, will stand the shocks of time
not by the means of silver or gold,
but by means of the character of its
people.

Now, does our New Zealand Gov-
ernment ever adopt this point of view
in dealing with the Education Esti-
mates? Does Cabinet ever consider,
when an Education grant is asked
for, that the future security of New
Zealand will depend on the social in-
telligence and health of its people?
If so, how do you account for the pre-
sent plight of our Educational insti-
tutions, of the "dying" condition of
the teaching profession? Parents,
educational reforms are in your own
hands. The welfare of your children
and the fate of this Dominion is in
your own hands. This is your re-
sponsibility. What are you going to
say to our Government at the next
general election? In giving your
vote, which will you consider the
more important, the monetary wealth
of the nation, or its social and civic
health?