

tion of our war aims. But Prussianism is not the only enemy. Democracy is not of necessity made permanently safe by the crushing of militarism. Democracy implies freedom, and freedom, enlightenment. The only source of enlightenment is education. An imperfectly educated country cannot be a perfectly democratic country.

"Eternal Vigilance" Burke tells us "is the price of liberty": we who profess to have the interests of education at heart must be not only vigilant in ourselves but the cause of vigilance in others to see that education is not relegated to the background of our national life, but given its proper place, which is first. Let us make no mistake. Education is not one of the most important concerns of a nation; it is **the** most important.

When we get the people as a whole round to this way of thinking—and it will only be by tireless effort that we shall do so—then the day will arrive when the educational grant will be commensurate with the importance of the end to be served. And what need there is for an increase in the grant. Better salaries for the teachers, that these, after years of preparation, may receive in a concrete form the State's recognition that their work is skilled; better schools, roomy, spacious and hygienic; large, grassy playing fields in or near every school; more teachers, that the classes may be smaller and that each child's individuality may be studied, and allowed for; that mechanical standardisation of product may cease; better equipment of schools, including such things as cinema apparatus and educative film stock, that the children may not be left utterly a prey to the crude sensationalism and tawdry vulgarity of the popular "movies"; clerical assistance in every school of any size, so that the headmaster, who ought to be, and generally is, a man of ideas and experience, be not converted into a clerk, and be left free to teach, and to show others how to teach; clerical assistance, too, for the inspectors, that these be not occupied during so much of their time with purely administrative work that could be done by others less highly skilled than themselves. All these things and more are urgently needed. We must battle on for them, stressing their importance wherever and whenever we can. "We must educate our Masters" to appreciate the importance of education.

Our system of free, secular, and compulsory education, for which men like Bowen and Stout have done so much, has its enemies. Several of the Churches detest it, and would willingly change it. It is our duty, as well as our interest, to preserve it in its integrity, so that New Zealand be not peopled by mutually distrustful denominations, but by a society of men and women who have learned in the public schools to understand and like each other.

Denominationalism and class distinction, which have created the private school for the children of the rich must both be routed. They can be permanently routed only by our making the public school the temple of culture and morals, by rendering it so effective an agency for promoting sound knowledge and noble character that it shall command the confidence of everyone, and compel even the unwilling to send their children to it lest they miss some advantage.

To do this we must have the means, a yearly educational grant proportionate to our needs and purposes. To secure the means we must stress the worth of the end. We must be indefatigable in our advocacy; we must not rest till the public as a whole realise that first things must come first; and that among these latter the first, always the first, is education, the cause of which is the cause of the nation's brain and heart, of the breath and soul of its civilisation.

EDITORIAL NOTE.

Thanks and apologies are tendered together to those who have assisted in the production of this Education Number of the "White Ribbon,"—thanks no less for those contributions which have been unavoidably crowded out than for those included; and apologies for the omission of many able articles and for the severe cutting down of most of the others.

READ THIS.

In the veteran Prohibition State of Kansas, 90 per cent. of the young men who enlisted were pronounced as fit and accepted for service in the Army and Navy. In a neighbouring license State only 25 per cent. of the volunteers were accepted. Prohibition evidently improves the race.

TRIM OUR LAMPS.

Viscount Haldane, on education and democracy:

"At the foundation of all reconstruction after the war lies the solution of this problem of education, and without that solution we shall not be prepared to face what is in front of us. An announcement which fills me with gladness is the determination of the Labour party in their reconstructed programme to couple brain with hand. It means that up to now the Labour party has confined Labour to manual labour, and has excluded brain power. The teaching profession is going to exercise great influence in the future, and there is a close connection between the schools and democracy. There have been in days gone by, and there are still, some members of the Labour party who say they do not want this education until we have a social revolution, because, he said, if a new system of education were set up it would only be exploited by the capitalists. Those are belated views. The workman wants to feel that he is doing something more than the work of a machine. He wants to be treated as a mind, and not as a machine. Industry depends to a large extent on knowledge, and there will be almost infinite grades among the workmen as individuals. We do not know what we have done by starving our democracy in education. There may be genius in the brain of the boy or girl, children of the labourer, as in the brains of a child of a lord. If that talent never matures it will be a great loss to the State. If the germ which lies in the proclamation of the Labour party is taken seriously, they will have something which will not only go far toward solving the social questions of a subsidiary kind which arises out of this. The war has given us a chance to recover the ground we ought to have occupied before. The calamity of this war has its brighter side. We as a nation have been awakened from our slumbers. Let us see that our lamps are trimmed and ready."

WOMEN ON SCHOOL COMMITTEES.

Tauranga: Mrs Chappell.
Hamilton East: Mrs Jones (re-elected) and Mrs Ware.
Nelson: Mrs Buchanan. Mrs Redgrave.