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Modern Education.

Wide attention has been attracted throughout the country by a recent utterance of Dr. Woodrow Wilson, president of Princeton university. He said: "A danger surrounding our modern education is the danger of wealth. I am sorry for the lad who is going to inherit money. I fear that the kind of men who are to share in shaping the future are not largely exemplified in schools and colleges. So far as the colleges go, the side shows have swallowed up the circus and we in the main tent do not know what is going on. And I do not know that I want to continue under those conditions as ringmaster. There are more honest occupations than teaching if you cannot teach." The address was delivered before a graduating class at Exeter, N. H., and in further comment, President Wilson said: "Schools like this one, and universities like Princeton must pass out of existence unless they adapt themselves to modern life."

President Lowell of Harvard recently delivered a stinging indictment against the militant position attained by athletics in modern institutions, and arraigned the elective system in university curri-

cula as destructive to the best ideals in scholarship. He declared that the prizes sought are no longer those that come for best mental attainment, but in other and grosser forms of college life.

A conviction very similar to that of President Wilson was recently expressed some years ago by Professor Peck of Columbia university, who urged that the social and athletic had become the chief feature of college life to the neglect of the intellectual phase. A writer commenting on the address of Dr. Wilson declares that some of the larger institutions are becoming places of "class and clique rather than institutions for the upbuilding of faith and character."

It is well that there should be critics of our modern education, and peculiarly fitting that the criticism should emanate from heads of educational institutions. It serves to keep the abuses complained of within bounds, and at the same time to assist modern education into closer consonance with modern life. Yet, to the layman who looks back to the education of a quarter of a century ago, the progress of the institution seems closely adjusted to the progress of civilization. Then, a textbook and a bench to sit on

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