

Besides primary education and higher education, there is the great department of *secondary education*, of which I have not hitherto said a word, and can even now say no more than to assert that what has been said of the so-called lower and higher grades of education, applies with equal force, *mutatis mutandis*, to secondary education.

In addition, there are the important subjects of *physical training*, *manual training*, and *art education*, all of which should have their due place in a system of general public education, and all of which, as factors of the normal educative process, are of the utmost consequence to the social well-being. It would have been an interesting discussion to see what the place of these subjects is in the public education system, and how they can best be provided for; but I must pass over the whole matter in silence.

Then there are the questions of *industrial technical education*, and of *professional education*, as distinct from the system of general public education. These also I must pass over in silence, except to say that I can conceive of no educational question more important than that of industrial technical education, or one of more consequence to the state, either as now constituted or as when constituted on a more highly developed social plan. The question of professional education is not so pressing, and is only interesting in respect to its relation to the reorganization of society on a higher social basis. But with respect to industrial technical schools, and supplementary industrial schools, in all important centres of population, both urban and rural, it must be remarked that the sooner they are instituted and got into efficient working order, as parts of our national educational scheme—schools for wood-work, schools for metal-work, schools for textile-work, schools for needle-work and schools for cookery, schools for the field, the stock-yard, the orchard and garden,—the better it will be for society both as now constituted, and as organized upon the higher models which we may well be sure the twentieth century will realize for us.

I had intended also to discuss what I consider to be some inherent weaknesses in our present education system—its superficiality on the one hand, its proneness to specialism on the other; also to discuss somewhat critically the effect upon the quality of the education-product, both in its intellectual and in its moral aspects, of the ever-growing preponderancy of women-teachers as compared with men-teachers; and I had thought also of discussing the relation of education to the upbuilding of character, for despite the fact that so much is said and written on this subject, it is in my opinion much misunderstood, and the formative value of rational educational methods too much underestimated. All these questions are related to my theme, but they must all be ignored.

In conclusion, I have but one wish, which I utter with all earnestness, and that is, that the intelligent men and women of to-day, the earnest and thoughtful men and women of to-day, especially those of them who may be privileged to see the dawn of the twentieth century

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