

It is at this point that particular conflicts and problems begin to show themselves. The contemporary demands—the demands that are made in the attempt to secure the proper interaction of the school—are one thing; the demands that arise out of the working of the school system considered as an independent historical institution are another. Every teacher has to work at detailed problems which arise out of this conflict, whether he is aware of its existence or not, and he is harassed by friction that arises in the conflict of these two great social forces. Men divide along these lines. We find one group instinctively rather than consciously ranging itself about the maintenance of the existing school system, and holding that reforms are to be made along the line of improvement in its present workings. Others are clamorous for more radical changes—the changes that will better adapt the school to contemporary social needs. Needless to say, each group represents a necessary and essential factor in the situation, because each stands for the working of a force which cannot be eliminated.

Let me now try to show how, out of this profound social conflict and necessity of social adjustment, the particular problems arise. Our first concern is with the articulation of the High School into the entire educational system. The High School looks towards the grades on one side and toward the college on the other. What are the historic influences which have shaped this intermediate position, and placed peculiar difficul-

ties and responsibilities upon the secondary school? Briefly put, it is that the elementary school and the college represent distinctly different forces and traditions on the historic side. The elementary school is an outgrowth of the democratic movement in its ethical aspects. Prior to the latter half of the eighteenth century the elementary school was hardly more than a wooden device for instructing little children of the lower classes in some of the utilities of their future callings—the mere rudiments of reading, writing and number. The democratic upheaval took shape not merely in a demand for political equality, but in a more profound aspiration towards an equality of intellectual and moral opportunity and development. The significance of such an educational writer as Rousseau is not measured by any particular improvement he suggested or by any particular extravagances he indulged himself in. His is a voice struggling to express the necessity of a thoroughgoing revolution of elementary education to make it a factor in the intellectual and moral development of all—not a mere device for teaching the use of certain practical tools to those sections of society before whose development a stone wall was placed. What Rousseau as a writer was to the emotions of the France of his day, Horace Mann as a doer was to the practical situation of the United States in his time. He stood and stood most effectively for letting the democratic spirit, in all of its ethical significance into the common elementary schools, and