

signed to me. Many aspects of the subject which will seem to some of you of paramount importance, I have had to pass without discussion or even without mention. I have tried to lay stress on some of the chief tendencies, already observable, which offer good hope for the future. Broadly speaking, the dominant movements seem to me to appear in the effort to put life, real life, fullness of life into the school; and in the effort to make the school minister in the largest sense to the public good. These efforts tend, for one thing, toward greater flexibility in our courses of study, but also toward something more than flexibility. Our boys and girls belong to the highest form of life, and it is a vertebrate course of study that they require.

They tend to emphasize the importance of making and discovering real teachers. President Wheeler, whom you sent to us in California, much to our gain, has said, "I am convinced that teachers are not exclusively born." We have only to add that teachers, both born and made, must needs be discovered.

These efforts tend further toward co-operation and division of labor between public and private secondary schools, in meeting somewhat of the religious need of adolescents; and in promoting that sort of democracy which knows that

*A man's a man for a' that.*

They bend toward the practical recognition of the doctrine, to every man his work and preparation to do his work.

They tend toward nationalism which is not the nationalism of, "My country, right or wrong," but the nationalism of, "My country

for the enlightenment of the world."

The consideration of tendencies in secondary education just now brings us near to the very heart of our civilization. For the past decade we have seen secondary school problems occupying a central place in the thought of the great culture nations. It has been a decade of secondary school reforms. The great milestones in the progress of these reforms have been the December Conference at Berlin in 1890, and the revision of Prussian curricula which followed; the report of our Committee of Ten in 1894; the report of the English Parliamentary Commission on Secondary Education in 1895; and the establishment of the English Board of Education to give effect to recommendations which this commission presented; the report of the Committee on College-Entrance Requirements, of our National Educational Association, in 1899; the report, in 1899 and 1900, of the commission appointed by the French Chamber of Deputies; the Brunswick Declaration of 1900; and the other important acts and expressions growing out of the so-called Frankfort Plan. It is a most remarkable ten-year record, and warrants the belief that we have just been passing through one of the greatest formative epochs in the history of secondary schools. In America it has been, not a time of crisis, as in the nations of Europe, but rather a time of unparalleled progress. In 1888-9 one third of 4 per cent. of our population was enrolled in our secondary schools; in 1888-9 nearly four fifths of 1 per cent. was so enrolled, and in eighteen states