

outlook on life and conduct and the future.

Perhaps only four times in recorded history has Europe passed through as difficult a time of transition as that which has now lasted 100 years, and is yet far from over. The gravest problems in national education are due to this, and to no other cause. All we can do is frankly to face the facts, and do the best we can as prudently and as sympathetically as we can. I will ask your indulgence while I lay before you a few difficult questions, and ask your help in solving them.

II.

In regard to secondary education, nothing is more striking than the degree in which all the more advanced nations are standing before the same problem—puzzled, a little worried, but convinced that some solution must be found. The problem, though for each country essentially a national one, is international too.

Take Prussia for example. In common with the whole civilized world, we admire the superb efficiency, the administrative precision, the faultless discipline of certain sides of Prussian secondary education. But less than ten years ago these words were publicly used by the Kaiser, with reference to the Prussian secondary schools. "The course of training which they provide, is defective in many ways. The classical philologists have laid the chief emphasis on learning and knowledge, not on the formation of character and on the actual needs of life. If one talks with an advocate of the system, and tries to explain to him that youths must, in some measure, be practically equipped at school for actual life and its problems, the invariable answer is that such is not the mission of the school; that the school's chief concern is the training of the mind; and that if the training is rightly ordered, the

young man is placed in a position, by means of that training, to undertake all the necessary tasks of life. But I think we cannot go on acting from that point of view any longer."

I will now turn to America, which is the educational antipodes of Prussia. Within the last few months there has been published a work on "The Social Phases of Education," by Mr. Dutton, superintendent of the admirable schools of Brookline, Mass. He writes, "Education in America has clung too closely to old ideas and conditions, and has not adapted itself easily to new situations It has been too abstract and general, and has not recognised the place vocation holds in the life of the individual and the nation." In other words, he holds that, even in America, the secondary school has to review its work in its bearings on practical life.

In France, where the literary tradition has been raised to a point of exquisite fineness unsurpassed elsewhere, the struggle between the new demands and the old educational doctrine is fiercer than elsewhere. It will not surprise us, therefore, to find criticism on the existing regime of secondary schools expressing itself in less measured and even fanatical terms. For example, in his book on "L'Education et les Colonies," Monsieur Joseph Chaillez-Beryt draws a doleful picture of the tendency of some secondary schools to paralyse the gift for practical enterprise. "Your education," he writes, "turns out officials, literary men, dons, recruits for the liberal professions, but it cannot form men who will wrest wealth from nature, men of energy in practical life, employers, traders, colonists. The exceptions are only those whom the subtle atmosphere of your schools has found too dull to teach or too practical by nature to be spoilt. You take a lad and for the seven or eight years of his secondary school life