

threatening education or actually existing in education, if not in our entire civilization to-day, I should reply that in my opinion it was just what I have referred to—not recognizing the individual as such in the masses.

Allow me to point out that the available energy of the world is increased in proportion as we develop individuals, *i.e.*, human beings, differing from their fellows. We see this in the passage of a community from a savage to a civilized condition. There is division of labor with differentiation of function. It is better for the community that there should be carpenters, blacksmiths, masons, etc., than that there should be an attempt to make each individual a Jack-of-all-trades.

So in education we should aim to develop those differences that nature has established. So-called education has done much harm by running counter to nature. Evidently then, the great business of the teacher is to study nature with a solicitous anxiety to learn her meaning as to man.

Froebel, after ages of educational blundering by the world, set out on the right path because he, like the one who would enter the Kingdom of Heaven, became as a little child and so understood children and adapted methods to human nature as it is—methods in which their individuality is recognized at the very outset.

Would that we had followed this great genius closer. Would that we were to-day applying his methods in their best aspects to our education more fully. I mean in the sense that we adapted our methods to human nature, as it is, and not chiefly with any so-called end in view, such as fitting the boy or girl merely to sit at a desk in a warehouse or stand behind a counter in a shop.

But our schools, like other institutions, are a reflection of our general state of human progress; and while we have much to be thankful for, I must, with President Eliot, of Harvard University, consider that our school education is still in no small degree a failure; partly because we have failed to grasp the purpose of education, and partly because we do not recognize that men are more than methods after all—that John Smith is more than simply a human unit—that what suits him would not equally well suit John Jones.

Allow me to put the problem of education in a sort of combined biological and psychological form.

It is impossible to conceive of any organism as existing apart from relations to other things that immediately or remotely affect it, in other words, its environment, which term will be used to designate the sum total of all those influences of whatsoever kind that are in any way related to or can affect such organism.

Very often the most important factors in the environment are other organisms of the same kind, and this applies especially in the case of man.

In the discussion of educational problems, it seems to me to be of