

ject a claim to an equal place in every course, you spoil all. But some initiation into scientific discipline, and some real introduction to humane letters are absolutely indispensable in every curriculum. An education lacking either science or the humanities cannot be called a liberal education. It means, in Milton's words—

"Wisdom at one entrance quite shut out."

Some knowledge of man and some knowledge of nature; training in accuracy of observation, in truthfulness of record and in exact felicity of verbal expression are the indispensable factors. The balance of the studies, which will secure those benefits, may well vary according to very numerous patterns, and according to the needs and teaching power of individual schools.

Of course a parent would choose one or other type of curriculum, according to his son's aptitude and probable future. But, beyond this, ought not the curriculum to bear some closer relation to the after-life of the boys in the school? Up to 16, I should personally say—perhaps not quite decisively as things stand, but nevertheless—no. The prime aim of a secondary school is to lay the foundation of culture—and it is hard to do that, according to the best standard of our time, before 16.

Beyond that age, it seems to me arguable that, without being specialised, the curriculum might be (so to say) tinted in view of the future calling of the pupil. Something to this effect is proposed for agricultural secondary schools in an interesting paper by Mr. Mortimer, of Ashburton School, in Devonshire. We have the principle recognised already in the army classes in our public schools. It is still more definitely acted on in the secondary schools for future officers in the German army. Our navy, of course, has its own higher secondary education. And one of our most pressing needs seems to me to be

some first grade non-classical secondary schools, like the Prussian *Real-schulen*, giving a purely modern (but not a Philistine) education of the very highest quality, based predominantly on linguistic discipline in the mother tongue, in French and German (or Spanish); going to a good point in mathematics; teaching history and literature and geography vividly, searchingly, and with careful selection of selected topics; and disciplining every pupil, by practical experiment and later philosophical teaching in the methods and the broad generalisations of modern science.

We sorely need in some districts that type of liberal education which is a natural avenue to a keen intellectual interest in modern commerce and industry. One of the most striking distinctions between Germans and Englishmen is that the former often take a much stronger intellectual, as distinguished from a commercial, interest in their business in life. As trade and industry become more international, a thorough knowledge of other living tongues, besides our own, becomes more and more necessary and helpful to us. Business again is becoming more and more an intellectual calling. A man needs to follow foreign developments, and to do this he must not only know some foreign languages, but must habitually realise by travel and study what the countries stand for in the world's development. Further, in the case of youths destined for trade and industry, I would plead for some teaching in economics, and in the ethical aspect of the problems of capital and labour.

(4) It remains to say that secondary education should have a direct bearing on the duties which men will fulfil as citizens, as officials, as office-bearers in municipal or other forms of local public life. There never was a time in the history of the English-speaking peoples when so much turned on the maintenance of a high standard of personal character and of intellectual acuteness in various depart-