

is to rest upon the most extended general schooling which the individual can get, but it is to be the rounding out, the flower and fruit of the general schooling of all. More than this, the two types of education are not to be sharply distinguished one from another. They are to shade into each other, each is to reinforce the other. the idea of useful occupation will ennoble the more general instruction of the lower schools, and the ideas of liberal education will ennoble the school of trades. The future artisan will be encouraged to be as much of an artist as he can be. Such is my dream. If some of it sounds like what Ruskin or William Morris dreamed a half a century ago, I do not know that it is any worse for that.

This tendency, I think, is already upon us, and it seems reasonable to believe that the enormous expansion of high-school attendance in this country of late, with the attendant effort of the schools to meet the needs of all, is in part a gathering up of the forces of our American youth preparatory to a more general mastery of the daily business of life.

The growth of secondary schools of a technical and commercial sort is bringing with it a new set of problems. We must not stop to consider them here. Within the next few years the discussion of them will very likely fill a large place on the programme of your annual convocation.

Two principles I have tried to set forth which I should like now to recapitulate side by side. First, the general culture of secondary grade, which is needed for life, is practically identical with that which

best fits for the higher education. Secondary, the final stage in the schooling of every individual should not be of the nature of general culture, but it should be instead a direct preparation for a particular vocation in life. I take it that these are two of the principles which will influence our secondary education within the next few years. Neither of them can be accepted as final. They are working hypotheses, subject to correction as we go along.

3. Our secondary education, then, is meeting a public need in the promotion of real democracy, and in helping individuals to find their field of most effective service. In the third place it is meeting a public need in the largest sense by promoting a wholesome civic spirit. Those who are experimenting with schemes for self-government in high schools are aiming, through other things, to create an intelligent interest in municipal affairs. The study of American history and civil government is taking a larger place in the high-school curriculum. The neglect of these subjects in the past has been one of the most striking anomalies in our courses of instruction. American literature is also receiving ample attention in both elementary and secondary schools.

The emphasis thus laid on the national spirit in our schools is not peculiar to this country. It is characteristic of our time to say that. The tendency which it represents calls for strong approval. I trust I shall not be misunderstood when I add that local or even national spirit cannot be regarded as the final and absolute end of our education. We have been living in an