

stood for freedom of thought and action. More recently Prussia has dominated all the kingdoms of Germany with the idea of the State as the supreme spiritual entity, and to all appearances this policy has succeeded absolutely. To-day Germany stands for the ruthless dedication of man to the State. In every true democracy the State exists for man. It aims at human welfare, happiness, and intelligence—at Liberty, Equality, and Fraternity.

The man of to-morrow will have a changed conception of the meaning of education. Too often in the past the school has been looked upon as the only educative agency, and it has been thought necessary to fit the child into an established system. To-day we are coming to see that the home, the community, the church, the press, the pulpit, climate and scenery—everything which acts upon us and to which we react is a means of education, and we are now trying to adjust the system to the child. The supreme function of a democracy, as we have seen, is to take the children and youth of each generation and develop them into men and women able to fulfil the responsibilities and enjoy the opportunities of complete citizenship.

Thus education becomes the very essence of life. It consists of the mastery of the arts of life under the direction and inspiration of capable teachers. The efforts of the learner are not due to outward compulsion and discipline, but they are largely initiated and maintained by the guided interest and aspiration of the pupil. The total value of an education cannot be measured by wage-earning ability nor yet by technical and professional skill, important as these may be. There are values in life that cannot be expressed in economic terms. Complete living