

life, and, therefore, it is never long in one stay. Any invention or discovery which changes the way of ordinary people's lives must necessarily affect, sooner or later, the school also. Education has to readjust itself to every great change which shifts the old order; to the results of the steam engine, the railroad, the electric telegraph, even to those of stenography, the typewriter, and the phonograph. Its aims and methods are being directly influenced by the vast progress of America, by the unification and industrial development of Germany, by the opening of Africa, by the stir in the Far East, by our own quickened sense of Imperial duty. And still more profoundly is the work of the school touched by those deep movements in human thought, those tendencies in scientific and philosophical discovery, which slowly but irresistibly change men's 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 essen-

tially 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 recognized the place vocation holds in the life of the individual and the nation." In other words, he holds that, even in America, the secondary