

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 recognized 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 generalizations 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 helpful and necessary 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 realize 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 labor.

(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 departments of local government. Here is one of the greatest of the tasks which lie before English secondary schools.

Not a little of our success in governing other races, and of our feeling of imperial obligation, comes from the training given in our best secondary schools. We shall need to train more and more of our lads to bear "the white man's burden."

(5) This brings us face to face with the highest of all the duties of a school. But the more intensely we feel the paramount value of this part of its work, the less shall we desire to speak of it in public. You will remember that Dr. Arnold, of Rugby, one of the greatest of English teachers, said that all the scholarship that ever man had is infinitely worthless in comparison with even a very humble degree of spiritual advancement. Whatever else they do or aim at doing, may our schools teach faith, hope, and love, and that the greatest of these is love.