

created in the face of the industrial spirit of our age. Ever since the latter half of the eighteenth century schemes for a general education of the masses have attracted the thought and the attention of philanthropists and statesmen in many countries of Europe. But the directions taken by these educational efforts have been characteristically different in the different countries, and their success, so far as the great masses of the people are concerned, has been very partial indeed. It is true that during the first thirty years no country possessed such distinguished schools of science as did France in the great scientific and medical institutions of her capital. It is also true that no country equalled Germany in her system of universities and higher schools, which had come under the influence of classical learning and philosophical ideals. England, which at that time took no part in the educational movements of the Continent,<sup>1</sup> possessed, neverthe-

<sup>1</sup> This statement requires two qualifications. Firstly, both Milton and Locke have had great influence in spreading enlightened views regarding the principles and the object of education in general—especially in the direction of enlarging the idea of education, so as to make it comprise something more than merely instruction and pedantic teaching. I cannot find, however, that in England, either in the direction of higher university education or of a general system of popular education, their influence has been very marked. Locke's influence abroad, through his psychological analysis of the mind, has been very considerable. Secondly, in the direction of practical education, of the endeavour to reach large numbers of the people by educational institutions, we must

look with admiration to the early work done in Scotland, which in this respect somewhat resembles Switzerland. The Scotch system of parochial schools, and their influence on the education of the people, has been too little studied abroad, though rightly extolled at home. It is true that, with the exception of Calvin, none of the great Continental educationalists—such as Fénelon, Rousseau, Pestalozzi, or W. von Humboldt—have had any direct influence on Scotland; nor has the educational work of Scotland produced any great educational literature like that which Switzerland can boast of, and which has brought the theory of education so prominently before the world. But nevertheless there it stands, this creation of John Knox and the early Reformers. "Civilised