

bold defence of Scottish colleges on Wednesday night, and showed how well Scotland carried these connecting links all through her educational system. The schools lent students to the universities, the universities provided the teachers of the parish schools, the schools trained the men and women, and they made the character and influence of Scotland. The method of training by the teachers of the lower schools was dwelt on by the speaker. In the college these bonds of discipline had to be loosened and the pupil fitted to teach himself and others in the world. This could only be done by specialists incorporated in a college faculty. The college had to reach all a young man's faculties, to make him "all rounded." How best to do this is a matter of debate, but there was no necessity of pitting one college subject against another—classics against history, etc. We must have them all. (Applause). If we have not them all, there is where the defect comes in. All these must be judiciously administered to a student. The junior year's work is on general subjects, or those most useful, with sufficient variety to develop each student's special qualities. Thus only would they be qualified to choose for themselves what lines of study they would pursue. Young men only begin to know their special aptitudes some time after entering college. At the outset they have often false notions. Touching on Dr. Schurman's remarks the other morning, Sir William said he fully concurred in the absolute necessity of scientific training and depreciated exclusive devotion to classical subjects, and also the unscientific methods of instruction often employed. Still, these subjects were of great value, and especially Greek. Greek was not a dead language. It was used in the live business town of Athens. It was largely the commercial language of the eastern Mediterranean. It is the most perfect of the Aryan tongues, and the more we can enter into its spirit the more we can improve our own language. It was the language in which was not only a very noble literature, but it had been selected as the vehicle of the teaching of Christ and His apostles. It was thus the charter of the Gentile churches. Again, Greek is the source whence we get most of our scientific terms. Personally, he found in his teaching that the man who had no Greek was at a disadvantage compared with the student who had even but a little Greek. You cannot cut off Greek without damaging the teaching of our sciences.

Another point. Language is one thing, literature another. The teaching of language in an elementary way is easy, and adapted to the minds of children. On the other hand any language in its higher philosophy and philological relations presents problems of the most scientific and far-reaching

character. So literature begins with mere nursery rhymes, and leads up to heights only to be reached by matured and cultivated minds. Nor can the literature of any people be separated from its history. They act and re-act on each other. These points must be considered if we desire to have correct views as to the teaching either of classical or modern languages, and this teaching should in all cases be itself natural and scientific.

The same principles apply to physical and natural science in schools, and in this connection Sir William complimented some of the teachers on the ideas expressed by them at one of the morning's sections. The schools in which there is a certain amount of practical science-teaching are those in which the best results are produced in all other branches. We need a variety of food. The science of cram was described to be the giving of food to a child for which it had no previous appetite and no subsequent digestion. Whatever you can get the child to assimilate mentally, in so far you have educated it. But impart that knowledge for which it has an appetite and digestion. Sir William closed his lengthy but admirable address by citing the advice Paul gave to Timothy, "Be gentle unto all men, apt to teach, patient; in meekness instructing those that oppose themselves." This embodied the whole moral influence of the teacher. Sir William took his seat amid loud applause.

For the Review:

A Plea For Music.

In arranging our public school systems it is too often considered, that when spelling, grammar, arithmetic and others are included, we have a course complete and useful, full enough to equip the student with sufficient material for his ordinary use in life. This is true in part, and I would not in the least undervalue these subjects, far other is my intent, but rather to make some suggestion, whereby the hours of study may be enlivened and brightened, with quite as successful results.

It is not natural for man to be satisfied with continual labor, with no recreation to lighten the turmoil of business hours. He goes to his work more contented and far happier after an evening of pleasure and enjoyment. And this is doubly true with children. Peep with me into the school-room, and look at the little upturned faces that greet every new comer. The thought instinctively rises,—“How fully they enjoy the sunshine of life.” And while the usual routine of work has great benefits and pleasure for them, I believe we may truly call music the sunlight of the school-room. As gymnastics