

interest. It would inflame every hidden kind of base desire. It would slacken all the obligations which link us to one another in family life, and in every other form of common service. The more efficient such education, the more poisonous. It would embitter the feelings of the weak towards the strong, of the poor towards the rich, of the lowly towards those highly placed. Between nation and nation it would engender distrust and treachery and brigandage. And in the end, I am persuaded, it would injure, perhaps fatally injure, even that material prosperity which it was designed to promote and increase. Nothing but mischief could ever come of it if we dedicated our education, with phrases however fair, and under pretexts however specious, to Mammon, "the least erected spirit that fell from heaven." Let us rather make it our purpose in technical, not less than in other branches of education, to deepen the sense of individual responsibility towards all those great institutions, public and private, in which the highest ideals of life are embodied for us. For is it not the plain truth that whatever of strength and will and leisure we surrender to them in willing and faithful sacrifice, they return to us in the happy sense of useful service. In the peace giving conviction that we, even we, are needed for a task larger than we can comprehend?

These, imperfectly as I have stated them, are the underlying causes which are producing the educational movement of our time. It is an instructive attempt to meet the pressing danger of a period of economic and intellectual transition. It is a modern movement, a movement largely caused by the problems of population and of modern life, and it takes its rise in large cities. This has been so in America. It is

so in England. Perhaps people hardly realize how great a part is being borne in it by two English cities—London and Manchester. Here, on the platform, we have many of its leaders. I dare not mention names, lest I should embark on a list like the Homeric catalogue of the ships, but wherever you have a great educational conference in the country, wit and wisdom from Manchester are found to the front. Think of the distinction and range of your educational institutions—Owens College, the Grammar School, the great Technical School, the Art School (one of the most beautiful things of its kind in Europe), the Higher Grade Board Schools, the great system of primary education, board and voluntary, with that great superstructure of evening schools, commercial and others, the Sunday schools, the whole network of literary institutions and scientific societies, the public libraries, the university extension lectures, the efforts in the direction of recreation in Ancoats, the university settlements, all those multifarious agencies which are gradually being fused into a sense of conscious unity, that true unity which embraces in one many-sided whole, various but co-operating forms of moral and intellectual effort, and which does not confound fruitful and necessary variety with administrative chaos. And it may perhaps be permitted to a stranger to say, what is already known to many here, that your educational interests are served with a personal devotion which it is the privilege of few communities to command.

How far the general public of Manchester realises the significance of their educational institutions you can tell better than I. I confess that I was a little disappointed on a recent visit to this city at falling into the hands of a cabman who