

of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character by enfeebling the emotional part of our nature."

A keen appreciation of the value of such studies need not in any way interfere with approval of another departure which is being made in our Canadian schools this session,—in a quite opposite direction. I am sure it will be appropriate if at this convention we record our gratitude to Sir William C. Macdonald for the great generosity by which he has enabled our energetic friend, Professor James W. Robertson, Commissioner of Agriculture, to make an experiment on a large scale in the way of introducing Manual Training into our Public Schools. No advocate of literary training would claim that literary education forms the whole of education. We want to educate the whole child, not a part of him only, and simple manual work, unconnected with any of the occupations to be followed in after life, is very helpful, as has been said. The object of Manual Training has been very properly defined as ["not so much any one trade as the combination of qualities which will enable him to turn with facility from one occupation to another," in accordance with the changing customs of industrial society, in developing tactical skill and general "handiness."] One of our most eminent citizens always insists in conversation that the true end of education is to "teach people what to do with their hands and their feet," and though the definition may itself be too narrow, it shows that its author has felt the need of supplementing the existing school training, in which the purely intellectual faculties are too exclusively cultivated. For after all manual training can never take the whole place of intellectual discipline. The judgment and memory must still count for something. Mental culture is the most essential of school aims. Manual Training will play a worthy part if, by training hand and eye, it develops some mental faculties that would otherwise not be called into full play,—and if it should be found to be actually helpful in producing more skilled artisans by means of the foundations laid at school. Professor Robertson looks for great results from the institution of the classes, in the benefits of which I am glad to say that Montreal is to have a share. His expectation is that the training now to be given may help to make children more contented with the occupations in which bodily labour plays an important part, and may