

plan to comment on the two other chief instruments of sense-training which fall within the province of a school course. Nor do I feel competent to offer any practical rules for the teaching of either drawing or vocal music. But I have a strong conviction that both should form integral parts of every school course, and should be taught to every scholar. The claims of music, both in training

the voice and in giving cheerfulness to the school-life, are incontestable. And drawing is not only in a practical sense indispensable to the skilled artisan, and capable of manifold useful applications by scholars of every class; but its indirect effect on the training of the perceptions, on taste, on clearness of vision and firmness of hand, is still more important as an element in a liberal education.

SHOULD A COLLEGE EDUCATE?

BY E. R. SILL.

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IT cannot be too carefully kept in view that, in any such comparison of the natural sciences with the humanities, we take into account only their educational value. The sensitive loyalty of scientific men to their specialties—a very pleasant thing to see—sometimes seems to blind them to the distinction between intrinsic values and educational values. They should remember that no slight upon the intrinsic value of any science is implied in the doubt as to its comparative educational value. There are many things of enormous usefulness to the world in other ways, whose examination could contribute next to nothing toward the development of mind. Iron, for example, constitutes almost the framework of civilization; but this does not at all imply that metallurgy, as a college study, would have any considerable educating force. On the other hand, there are many subjects of study whose application to the ordinary business of life might seem very remote indeed, yet whose power to “educate the man” is

found to be very great. The calculus, or the “Antigone,” might never be of any “use” to the man, in the superficial sense of the word, yet they might have been the very meat and drink of his intellectual growth. The natural sciences may well be satisfied with the crowns of honour the world must always give them for their royal contributions to our mental and material existence, without expecting to be made exclusively, also, our nurses and schoolmasters. The fitness for those humbler but necessary functions must be determined wholly on other grounds than that of value, however priceless it be, to the world for other purposes. Both experiment and reflection seem to point more and more decisively to the view that mind, on the whole, grows chiefly through contact with mind. And accordingly, what are called the liberal courses of study, formed largely of those studies which bring to the student the magnetic touch of the human spirit in its dealings with life, seem to show more vitalizing power,—seem actually to