

knowledge that is of the alphabet type, chiefly mechanical, and that as the race of life grows severer this may become more and more the case. It may well be that specialization will have to be stricter, and to begin earlier; that the majority of children will need to acquire, for instance, the art of shorthand writing, the Morse code, the art of the type-writer and the phonograph; or that for all destined to a commercial life a knowledge of Volapük, or whichever *Welsprache* wins in the battle of the languages, may be indispensable. There looms before us even the possibility, though we may hope it may never be realized, of universal military training, which, if it ever comes, will assuredly cut a large cantle out of the time which now can be given to better things. Even this, and all that I have mentioned, and more, it seems to me, we can face without losing hope.

I can hardly omit to speak, however briefly, of that cry for technical education which is echoed with apparent approval by so many different parties. As I understand it, it has my fullest sympathy, but I am not prepared to give an unqualified assent to all that I hear said upon the subject and I wholly disapprove of the advantage the Government are seeking to take of the cry to foster a reactionary movement in education of which we may not yet know the worst. If it means a concession to those who have always thought the education of the poor a social mistake, lifting them out of their proper sphere, and fostering discontent—if it means the foisting into the instruction given to children between the ages of ten and fourteen of manual training such as is now given in the workshops between the ages of fourteen and eighteen—then it will prove a mere short sighted serving of tables, it will be a curse and not a blessing; and, so far from enabling us as a nation to keep our

position in the industrial race, it will make it certain that we shall fall behindhand. I fear that to many it does mean this, and I fear still more that, if ill-organized, it may degenerate into this. What I hope it will mean is the bringing of the intellect to bear upon the mechanical processes, and, conversely, the stimulating and resting of the intellect by an alternation with manual skill and training of the eye; and that it may not be confined to the artisan classes only, but form a part of the education of most of us, in order that thus the artisan may become more intelligent, inventive and progressive, and our intellectual classes more practical and capable. Then we may find here some common ground where the utilitarian in education and the idealist may fraternize; our children will have a better time of it than we have had, and will renew with truth the old Homeric boast that "they are better men than their fathers were."

This topic, from which I will pass on, for time is short, leads us naturally to that of physical education. What limits shall we impose upon it? Roughly speaking, there are two parties: the watchword of the one is "Health," and of the other "Amusement." The first party, starting from medical and physiological considerations, aims at producing a complete animal, and finds its means to the end in drill and gymnastics; the other trusts to sport and games, and holds that, if games are sufficiently varied, the mere machine will be perfect enough for practical purposes, while the merriment, energy, courage, and other moral qualities which well-ordered games foster, are blessings not attainable, or less completely attainable, by the rival system. There is much to be said for both views, but I personally hold that the balance of advantage is strongly on the side of the "games" party.