

respecting the necessity of a thorough and complete course of classical instruction before entering the university. And in this they agreed with Dr. Schurman. The point at issue was the extent to which it ought to enter the university curriculum, and the stage at which students ought to be allowed to select a course for themselves. When the battle-ground is narrowed to these dimensions there can be little doubt that an amicable adjustment is possible among the combatants.

The admirable paper of Dr. Fitch on "Hand-work and Head-work in Schools" was both timely and instructive. While advocating the simultaneous training of the intellect and the hand in schools he was very careful to tell us that the former must never be subordinated to the latter, and that whatever might be the occupation of the pupil he must always be under the supervision of the teacher. If in past times it was wrong to overlook the manual training of boys, manifestly the true remedy does not consist in rushing to the other extreme. We would especially commend these words of his to those who see, in what they call *practical* education, a panacea for all the ills of humanity, and the only education worth communicating in certain conditions of society. "There is room in our schools for increased manual training, but the change should be made with caution. Don't make a fetish of technical instruction. The world can never be set right by dethroning the schoolmaster to make room for the artisan. The problem is not an easy one to solve, and experience can only determine how best to combine manual and mental development in our schools." Other speakers referred to the same subject and accentuated the principle which underlay the whole of Dr. Fitch's remarks, that a well trained intellect is the true and only sure basis on which to rest a mechanical or any other training. It becomes, therefore, a very doubtful question whether it would be judicious to disturb the present system, which has proved to be so successful, when administered with wisdom and spirit, and introduce processes alike novel and incongruous, which, if successful, may introduce young men somewhat earlier to the business of life, but, if they fail, must unquestionably bring disaster to the whole fabric of public instruction.

A very hopeful feature of the discussion of the subject of technical education, from its introduction by Dr. Stockton, till the close of the convention, was the almost unanimous opinion--that a sound and generous education, by which a youth is taught to observe and think, and is supplied with abundant materials for both, is the best preparative for the duties of life; and that when he comes to discharge them, his train-

ed intelligence will grasp the meaning of methods and contrivances, and systematize the knowledge he gains from experience. Nor was there any hesitation in the expression of the conviction that the adoption of a scheme by which the education of our youth would be placed upon a narrower and more restricted basis, making it merely a tool for the acquisition of material gain, and counting its result as valuable in proportion as it helps to develop material resources, would disappoint the expectations of its advocates, and render education absolutely valueless as a factor in the humanizing of society. No one spoke with greater fervor and eloquence of the work and aims of the teacher than Colonel Parker, and none denounced in stronger terms the methods by which the mercenary spirit was being implanted and cherished in the young people of the present day. "No school," said he, "is worthy of the name, that does not make the formation of true, noble, manly character, its aim. The question of the day, respecting education, is not, how much will this system add to the commerce of the country? what is its value in dollars and cents? But the question is: Will it put more power and action into the soul of man?" And when he said so with vehemence and earnestness, there were few, indeed, in the vast audience, who did not heartily respond.

Rarely has it been our good fortune to listen to speeches of greater excellence than those which on the last evening carried the interest in these meetings to its culminating point. Dr. Fitch was again elegant, scholarly, clear, and forcible. Sir William Dawson exceeded his former address in directness and vigor, and reached a height of eloquence which could only be attained by perfect sympathy with the topic on which he spoke, and the audience which listened to his words; while the tone and earnestness of the Minister of Finance, in a speech admirable in conception and effectively delivered, in which he discoursed upon culture, the college and the teaching profession, were well fitted to cheer and reassure. Mr. Foster convinced his hearers that, though no longer a member of the profession, his tastes, predilections and proclivities are still literary, and his ideal of the true teacher as lofty as the most exacting educationist could desire. And one might detect a deeper sympathy with the third class, into which he divided people as to their ideas of culture, than with either of the others, as he said, "These set aside all consideration of the material, regarding culture and its results as means and elements of the development of the higher life. These are the thinkers and the dreamers. I pray God that the time may never come when the world will be without them."