

go, we are perfectly in accord; but they stop short of the very point at which the real conflict is raging. His article is, in brief, a reconciliation of Modern and Classical. He does not appear to recognize the fact that during the intervals of the controversy between these two, the periodicity of which he accepts with quite pathetic fatalism, a third party, Natural Science, has appeared on the field, and has directed its assault, not against a purely classical or a purely modern training alone, but against a purely literary training of either kind. The issue at present is, broadly speaking, between Language and Science. It must not be forgotten, however, as it too frequently is, that the new claimant is modest and reasonable in its demands. It is a mistake, into which some of our own contributors have fallen, to suppose that the advocates of scientific teaching desire to see it usurp the whole domain of education to the exclusion of everything else. They ask no more than that Science should receive a recognized place in the general scheme, and, at the same time, that the general scheme should be so amended as to give to each subject that amount of attention which is proportionate to its importance in the primary aims of education. To the knowledge that is of most worth, it is argued, should be allotted the most prominent place; and to other branches of knowledge places in a descending series adjusted according to their relative values. Surely, this is no unreasonable suggestion. Whether, in such a new arrangement of the educational programme, languages and literature, especially the classics, would continue to lord it over Science, is the question which is now pressing for an answer; and which far transcends in importance the secondary consideration as to the relative educational values of the ancient and modern languages. Towards the solution of the minor question Mr. Freeman's article is a sensible, if not very original contribution; but on the greater one it is silent.

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THE facilities within reach of the teacher, in the mother-country, in acquiring a theo-

retical knowledge of his profession, are now many and important. As advantage is taken of them, the profession of teaching must gain in dignity, while, by increasing the qualifications of the teacher, education must itself be vastly benefited. At two of the Scottish Universities, chairs of education have of late years been founded, while lectureships, associations of teachers, educational institutes and other professional movements, indicate the increasing interest in the equipment of the schoolmaster, and the stimulus given to the science of pedagogy.

With regard to these organizations, we recently met with a letter, in an American contemporary, from Prof. Meiklejohn, who fills the Chair of Education in the University of St. Andrews, from which we make the following extract. The professor in referring to the teachers' association, says:

"The aim of the latter society, of which I was for some time secretary, and am now vice-president, is to make the occupation of teaching a *learned profession*, into which there shall be a difficult and discriminating entrance, and in which there shall be a career after you have entered it. At present the prizes fall to men who are clergymen, and who look to teaching as a mere stepping-stone to preferment in the church. We mean to raise the present condition of the so-called profession, until it shall go into the open market and compete for the possession of the best and ablest heads in the country,—with the army and navy, law, medicine, and the church. In addition to numerous signs that this time is rapidly approaching in Great Britain, I may point to the foundation of two chairs of education in the Universities of Edinburgh and St. Andrews. The occupants of these chairs are styled Professors of the Theory, History, and Practice of Education; and their duties are to study the subject, to write the literature of it, to criticise the present procedure in primary and secondary education, and to train students to be teachers. The largeness of their title, and the vastness of their functions, point to the early creation in all our universities of a faculty of education. Toward this our university of Cambridge has taken a most important step. The syndicate of that university have recommended the creation of lectureships and chairs in the theory and history of education; but they do not as yet see their way to training men in the practice of their profession."