

The next number on the programme was an address by Mr. Hill on "The Life and Works of Horace Mann, the first State Superintendent of Education for Massachusetts." He gave an interesting sketch of the condition of education in his native State about the middle of the last century and vividly traced the progress made down to the present day. He subjected The Life and Works of Mann to a searching analysis, and taught in concrete form many lessons that might well be learned by teachers.

Inspector McIntyre read a paper on "Discipline," after which the meeting adjourned.

Two sessions were held on Friday. At the morning session Supervisor Stewart, of the Charlottetown Schools, gave an excellent lesson on "Arithmetic," Prof. McSwain gave an interesting talk on "Fungi," which he illustrated with specimens, and Miss Alice M. Gillis, of Murray Harbor High School, read a very thoughtful paper on "Music in the Schools." Miss Gillis' paper, which was really the best read at the convention, elicited much profitable discussion. This brought the forenoon session to a close. At the afternoon session the question box was opened and many questions answered, the several committees read their reports, and the officers for the ensuing year were elected.

G. J. McCORMAC, I.P.S.

St. George's, Oct. 3, 1900.

#### WILL YOU TRY THIS.

Recently in all departments of human activity there has been a marked tendency toward division of labor, specialization. This is equally apparent in manufactures, agriculture, scientific investigation, commerce and educational work. In some sense, this is

a necessity on account of the widening fields of pursuit, investigation and enterprise. That the results have been beneficial, in many respects, none would deny. And yet the question arises whether there are not some attendant evils, and some threatening dangers, which it is well to recognize and to shun.

Specialists we must have; in order to the highest development and welfare of society, there must be a number, and an increasing number, who shall say, "This one thing I do." But it is not desirable that all should be specialists. A high degree of intensity must always be purchased at some sacrifice of extension. It will probably remain true, that for places of greatest influence and efficiency the call will be for "all around" men.

And it really is a serious question, whether in our schools and higher institutions of learning, "elective studies," special courses and technical investigations are not crowding dangerously upon the work which is necessary for a truly "liberal education." It is a question whether the tendency to specialize has not been pushed too far; but we think there is no question that very often the specialization is begun too early. Some one has said that a scholar should "know everything about some one thing and something about everything." Certain it is, that the leaders of the world can never be those who know only "everything about some one thing," however thoroughly they may know that.

Our attention has recently been called to this subject by reading an editorial in one of our great religious papers. The writer says:

Our colleges are not turning out really educated men, The craze for electives and for specialization has gone so far that it is possible for students to graduate from our most