

WESTMORLAND COUNTY TEACHERS' INSTITUTE

Will hold its next annual meeting at Moncton, N. B., on the 15th and 16th September. Among the subjects to be discussed are "Practical Education," "Industrial Education," "The Teacher out of School," and others of importance. With such subjects as these, discussed by an intelligent body of teachers, just after school work has been recommenced, and body and mind refreshed, the very best results ought to result from the meeting. In addition to the above, specimens of scholars' work will be exhibited, and teachers are invited to add to the interest by exhibiting specimens of natural history objects.

PROF. HUXLEY ON SCIENTIFIC TRAINING.

There is great misconception respecting Professor Huxley's views of the position which science ought to hold in an academic course of instruction. Many mistake his persistent and strenuous advocacy of the claims of science, and assume that it arises from a conviction of its exclusive pre-eminence as a branch of human knowledge and an instrument of culture. To such we would recommend the perusal of the following passage which we take from *Science* of July 15th:

At the recent Royal Academy banquet, Professor Huxley concluded his speech thus: "Art and literature and science are one; and the foundation of every sound education, and preparation for active life in which a special education is necessary, should be some efficient training in all three. At the present time, those who look at our present systems of education, so far as they are within reach of any but the wealthiest and most leisured class of the community, will see that we ignore art altogether, that we substitute less profitable subjects for literature, and that the observation of inductive science is utterly ignored. I sincerely trust, that, pondering upon these matters, understanding that which you so freely recognize here, that the three branches of art and science and literature are essential to the making of a man, to the development of something better than the mere specialist in any one of the departments. I sincerely trust that that spirit may in course of time permeate the mass of the people; that we may at length have for our young people an education which will train them in all three branches, which will enable them to understand the beauties of art, to comprehend the literature, at any rate, of their own country, and to take such interest, not in the mere acquisition of science, but in the methods of inductive logic and scientific inquiry, as will make them equally fit, whatever specialized pursuit they may afterwards take up. I see great changes: I see science

acquiring a position which it was almost hopeless to think she could acquire. I am perfectly easy as to the future fate of scientific knowledge and scientific training: what I do fear is, that it may be possible that we should neglect those other sides of the human mind, and that the tendency to inroads which is already marked may become increased by the lack of the general training of early youth to which I have referred."

CULTURE vs. TRAINING.

In one of the speeches recently delivered at Edinburgh by Mr. Andrew Carnegie, on the occasion of his laying the foundation-stone of the Free Library, he mentions the following incident: The shop of a baker who had signalized himself by his opposition to the adoption of the Public Library Acts being pointed out to him, he remarked, "I would like to cross over to tell him that man shall not live by bread alone." By this apposite expression, Mr. Carnegie meant to convey to his audience his conviction that there is more to be thought of than the provision which has to be made for one's daily wants—that man has a higher nature to cultivate, and that it is his duty to provide spiritual and intellectual food suited to its necessities. He emphasized this utterance when on another occasion he said, "I lay the foundation of this Free Library, rejoicing that it is soon to be the privilege of every man, of every woman, and of every child, to obtain access to the most precious treasures which this earth contains. These treasures are stored up in books which give to us in impartial form, the products of the highest minds and the noblest natures, the most accurate knowledge, the very highest imaginings, and the most precious wisdom." And yet in another speech, wishing it to be clearly understood that to his panegyric on literature there were limitations, he expressed himself in rather contemptuous terms of such acquisitions as Latin and Greek in comparison with the skill which is required to manage a lathe or drive a locomotive. Now this is a mistake of very common occurrence with those who, ignorant of those languages themselves, eagerly catch up the condemnatory expressions of those who are opposed to a training too exclusively classical, and denounce as absolutely useless an education of which they cannot understand the utility. It is true that