

theme of all educationists, a simple theme in itself, and, as the young teacher used to think, one easy to be understood as a safe guidance in school-work. But is it not a fact that so widely,—I was almost going to say so wildly,—have we continued to discuss this same trinity and its relationships, that our teachers are beginning to beseech us to simplify rather than amplify our pedagogic disquisitions. In a word, the query that stares us in the face at a convention such as this is to be found in the cry of the young teacher: Has the science of education in these later times come to be the endless chain of the seer, is there any limit to the sphere of its theories,—are we ever to find rest for the soles of our feet?

The discussion which the preceding papers are likely to provoke, brings to my mind an article I once wrote, in which an endeavour was made to strike an analogy between society as an organism and the tripartite being of the child. The steam-engine, taken as an exponent of the manufacturing arts and physical comfort-promoters of the times, indicates in its effects the marvellous physical development of the world, just as the printing-press may be taken as an exponent of intellectual progress, or just as the Christian religion may be considered as the highest type of the moral forces that are guiding mankind towards a higher ground of right-doing. As the pupil has to be subjected to his three drills,—body-drill, mind-drill, and soul-drill,—in order to secure for him an even development of his whole being, so has the world or society been subjected to three great social forces or processes, to bring about its nineteenth century development. In this sense God stands as the first of schoolmasters.

Education means the fullest development of the whole being of man. As a branch science of sociology, the *scientia scientiarum*, its history may be likened to the history of science itself. Science had its birth in the investigation of the physical or the fixing of a Cosmology, when men, surprised to find that a fish had weight in water as out of it, began to run away from a faith-reading of the spheres; and education as an *ology* had its beginnings in the mere physical arrangements by means of which the old pedagogue was said to run a tidy school with a moderating use of the thong. But refusing to stop short in its identifications of natural law in the physical constitution of things, while