

The first matter considered was the appointment of officers for the College and Training Departments. As the former had not yet organized it was not considered desirable to appoint officers, but for the Training Department Mr. Kirkland, Principal of the Toronto Normal School, was appointed Chairman; Mr. J. J. Tilley, Director of Teachers' Institutes, Secretary, and Dr. McLellan, Principal of the School of Pedagogy, Director. The Board then proceeded to make provision for addresses at the evening meetings of the Convention, after this work was completed the representatives of the various sections met and prepared programmes of business for their forthcoming meetings.

POLITICIANS ON EDUCATION.

THE following article from the *Educational Times*, London, is so much in harmony with the teaching of this Magazine, that we give it special prominence by inserting it in our Editorial space:—

Three politicians have discoursed on education during the month of October, from three different points of view, and have jointly proved the many-sidedness of the subject, and its perennial freshness. The three addresses deserve to be studied together; they are like the three legs of a tripod: when used together they give great stability to that which they support.

First, Mr. Joseph Cowen, at Newcastle, advocated the claims of the Graces and the Muses; secondly, the Duke of Devonshire, at the Harris Institute, Preston, those of practical skill, the applied arts and useful sciences; and thirdly, Mr. Gladstone at Oxford, those of the spiritual forces of religion and faith. According to Mr. Cowen, education ought

to include everything that is calculated to promote mental activity, awaken curiosity, exercise ingenuity, arouse reflection, incite the imagination, regulate the appetites, control the passions, and exalt men to a sense of their moral dignity. An American would call this a "large order." His special contention, however, is that a rigidly utilitarian training, from which the Graces and Muses are banished, has a depressing, hardening and mind-numbing tendency, and that classical studies, on the other hand, have an exhilarating and refining influence. "It is not easy," he says, "to infuse spiritual transcendency into the tame actuality of common things. We have no mental lens to reduce the scale and preserve the proportions of ethereal and earthly influences. But, if amidst our affluent activities we could mingle more of the poetry of existence, we would give elation and freshness to the prosaic routine of daily experience. Mechanical as is the age, wide as is the empire of utility, and prosperous as selfish prudence may make us, as long as the stars appear nightly in the heavens, and the golden clouds gather round the departing sun, as long as life is encircled by mystery, ennobled by affliction, and solemnized by death, so long will the poetic spirit mellow the pictures of memory into pensive beauty, and throw a redeeming grace around the objects and the scenes of being."

The address of the Duke of Devonshire attacks the tendencies of our present system of instruction to foster the idea that manual labour is essentially of a lower kind than clerical work, and asks for improved opportunities of widening the basis of the technical skill of artisan and manufacturer, by a training which "is intended to develop dexterity and intelligence, and a knowledge, among workers of all classes, of the why, as