

professional training needed for our clergy, lawyers, doctors, teachers, civil and mining engineers, chemists and others. These higher careers should be open to all, and our educational system should be, as far as possible, adapted to the production of the best type of each. We must also bear in mind that, in a democratic country, our youth of both sexes have to be educated with a view to making them, not merely efficient in their special vocation, but intelligent and patriotic citizens. It is therefore of great importance that the national education should not be of a cramping and limiting character. Every citizen should be able to understand, in some degree at least—and the more thoroughly the better—the importance and significance of the various functions discharged in the community by his fellow-citizens. There is evidently some radical defect in a system of education which causes the literary man to despise scientific or industrial pursuits, and the scientific or business man to undervalue humane letters. Another thing we have to bear in mind is, that the future career of a boy is not written on his forehead: what he is best fitted for, and what are his special aptitudes, no one can tell—and least of all the boy himself—until he has been tried. It is natural for the professional man to desire that his son should follow in his own steps; it is natural for the shop-keeper to expect his son to take to trade; and it is natural for the artizan to assume that his son will be a workman. But we all know how disastrously in some cases such prepossessions operate. Sometimes the father insists on forcing his son to attempt the training required for one of the professions, even after it has become obvious that the boy is unfitted for such pursuits; sometimes a young man's career is spoiled by an injudicious father, who cannot be made to see that the boy was meant by nature to be an artist or a scholar, not a shopkeeper; and sometimes social prejudice or straitened means tends to make a poor artizan of a boy who might have been an able clergyman or lawyer. We must, then, be careful, in constructing our educational system, not to divide the community into those who are from the first intended to enter a profession, those who are meant to be engaged in industry or commerce, and those who are intended to be artizans. No doubt the social forces will continue to operate along these lines; but it should rather be our aim to moderate these tendencies