

scene, which was hung up to be publicly viewed. Two sailors happening to come along, one exclaimed to the other, "Shiver my timbers, Jack, if there ain't a ship a-runnin' on to land with the wind off shore!" A short time ago the writer was looking at a beautifully illustrated Christmas gift, in which there was a picture of a man using a flail. If ever the man finished the stroke which he was making when the picture was taken, he would strike himself squarely on the back of the head; for he, like every other greenhorn, was using the flail as one would use a whip, while the proper mode is to cause the supple to revolve at right angles to the long staff. And, further, who has ever seen, in an American or other picture of whatever quality, a proper delineation of an American chopping-axe handle? This question was put to a young artist who had often used an axe, but neither had he ever seen a picture of such an implement. There does, therefore, seem to be benefit gained by children understanding the structure of manufactured articles, and also of plants and animals. But whether or not children should be taught trades by the State is a question which may be debated, and prominent amongst objectionable points are the following:

1st. *Financial.* — The Gramarcy Park School and Tool-House Association has been provided with engine and machinery for several kinds of wood-work, printing, and some kinds of iron-work, besides a chemical laboratory, and apparatus for photographing. This, it will be seen, provides for only a few of the many callings in which people may engage for the purpose of earning a living. Suppose, then, that we instance a city like Toronto, and having estimated the number of boys attending the various schools, let those who know the numbers figure out what the cost would be of supplying power by which a moderate amount of machinery could

be bought, provided with buildings and operated; then the cost of tools for, say fifty, or any larger number of boys. Suppose we take wood-work, what would it cost to provide tools and machinery sufficient to set fifty, one hundred or more, boys at even the primary branches, or at printing, or at iron-work of any kind?

2nd. *The physical powers of the boy.* — This we think a serious barrier, because the average boy leaves school when he is about fourteen, and boys are not generally prepared to begin to learn many trades till they are sixteen years of age. What could a boy under fourteen do with carpenters' tools, or blacksmiths' tools? If what is taught is going to be of value it must be thorough, not toying. Another objection here is, if the work is going to be continually that of apprentices can it be disposed of, and if not, we shall have to estimate the value of material continually wasted?

A third objection is the improbability of a boy being able to select his future calling. There are various inducements which cause a boy to be too hasty in his choice. Almost every boy is fond of using a pocket-knife, and the desire to saw, plane and chise wood is almost as universally prevalent. How the average boy is inspired to drive a horse and be a rail-roader. But after one has gone back and forth over the same section of a road twice each day during a month, how monotonous and intellectually insipid it becomes to be a railroader. Most boys are liable to be trapped into an injudicious choice of calling during an ambitious outburst of emotion. For that reason great care should be taken that the boy's judgment be not biassed till he is of the age to make a proper selection. This free and Republican continent is continually giving instances of geniuses being discovered even during mature years.

Another plea for asking the State