

sires was to obtain the erection of a suitable monument to the honor of that first Governor of Upper Canada. Had the monument been erected, any time within the last three years, he could not have seen it distinctly, but we may confidently hope that his latter days were cheered by the information that now at last real and active steps are being taken to put up that long delayed memorial. The venerated honorary president of the York Pioneers has gone down to an honored grave, and his memory will be long preserved among those in Toronto which are most fragrant—long after the log cabin in which he took such delight has crumbled into ruins; long after those who have been privileged to be his contemporaries and fellow-workers, even the youngest of them, shall have gone the way of all flesh.

Henry Scadding was born in Devonshire, England, in 1813. Came to York, (Toronto) Upper Canada, in 1821. Archdeacon Dr. Strachan (Bishop) was at that time Head Master of the Home District Grammar School, from which position he retired about 1826. While the School was conducted by Archdeacon Strachan, Masters T. B. Fuller, (Bishop), and Henry Scadding were for several years fellow pupils at the Home District School. Mr. Scadding took his B.A. Cam. in 1837. The Rev. Dr. Scadding fondly cherished the memory of his school days in the "Old Blue School," then under the care of the future first Bishop of Toronto.

EDUCATION FOR COMMERCE*

By Davis R. Dewey.

THE old century was born amidst days of marvelous mechanical inventions which enormously increased the production of economic goods. Commerce, to be sure, expanded throughout the last century; but the distinctive note was production,—penetration into the secrets of nature, and the use of natural forces hitherto unharnessed, to do effective work for the comfort of the human race. What the final economic significance of this century will be, it is useless to conjecture; but at its birth we are certainly witnessing an expansion in industrial organization and international exchange which must, at least, enkindle the imagination of every observer of economic affairs. Does this movement have any significance for education? Does it justify the introduction of special curricula, in order to meet new demands?

Education at the beginning of the last century was almost exclusively

for the benefit of the ruling and professional classes; here and there a wider responsibility was recognized, as in the United States; but even here education was primarily to secure a better citizenship and to withstand the more valiantly the temptations of that "old deluder, Satan." The industrial activity of the last century, after much educational controversy, led in turn, to the establishment of special schools of manual training, trades, mechanical arts, engineering, and agriculture, so as to be able to utilize more effectively the new productive instruments. These schools have had to struggle for recognition, and have only gradually won an honorable place. Manual training was said to be a prostitution of the real ends of education; and it was absurd to suppose that a student could be educated for the shop or for an engineering career within the walls of a class-room of a school. Nevertheless the dignity of the new educa-

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