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Edited by T. ARNOLD HAULTAIN, M.A.

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TORONTO, DECEMBER 16, 1886.

A LEADING article appeared a short time since in the *London Advertiser* with the heading, "No Caste in Education." The article in itself is well worth perusal. The writer has clear views and expresses them admirably. He takes strong positions, too, and contends for them zealously. He says first:

The tendency of all pursuits, especially intellectual pursuits, following hereditary lines, is to deterioration. Great mental ability is seldom transmitted beyond the second or third generation. So it is in regard to life in the crowded cities. The city born and bred are apt to deteriorate

rapidly. The children have seldom the same stamina, either physical or intellectual, as the parents, and the transmission of the exceptional qualities of mind and body which won success for the latter to a third or fourth generation of dwellers in the city would be a marvel.

It is well that it is so. There is no greater foe to national or racial progress than the transmission of occupations, professions, and educational privileges in family or class lines. Any such tendency has in it the elements of the caste influence, which is a chief source of the immobility and stagnation of Eastern races. The slightest approach to such a state of things would be fruitful of deterioration and destruction of the honourable and healthful ambition which in the free life of this Western world brings ability and energy to the front in every sphere of activity, and keeps up that constant circulation which is the condition of the highest progress and the healthiest life.

Proceeding then to ask how to counteract the acknowledged modern evil of distaste for agricultural and rural pursuits and over-crowding of the cities and the mercantile and professional pursuits, he answers, "not by discouraging education or repressing honourable ambition, but by imbuing the minds of the young with juster and wiser views of the true end of education, and the comparative dignity and value of agricultural and other industrial pursuits." And to bring this about the writer says, "Let the State give more attention to the education of the minds and tastes of the many, with a view to popularizing farming and other manual industries among the educated classes. . . .

Let industrial schools be established, or, better still, industrial adjuncts to the public schools in towns and cities. Let the boys be taught in these at the same time to use their hands and their brains. Let professional and business men in the cities train and educate their feeble sons for the invigorating and noble pursuit of scientific farming. Let the sturdy sons of the country farmer and artizan, on the other hand, have full scope to obey the promptings of an honourable ambition, including the freest access to college and university, and all the avenues of the learned professions. The circulation thus kept up between city and country will be eminently healthful and profitable. The agricultural

resources of the province will be developed to a greater extent than ever before by young men coming to the work with enlarged intelligence and enthusiasm, while on the other hand the sturdy sons of the farm will reinforce the intellectual ranks of the city and the learned professions with a constant supply of fresh and vigorous brain power."

One or two points urged by the writer are, perhaps, open to criticism, but on the whole everyone will agree with his chief positions. One hint only we may here drop, and upon this subject we have already written at length. By all means let education include educating our youth for employments other than merely professional, but is not the State in its present system of education in the Province spending all it can possibly afford on schools which do little else than prepare for professional careers? In order to be able to afford "industrial adjuncts to the public schools," must not the sphere of these public schools be limited? If the country can pay for both, so much the better; if not, we heartily agree with the *London Advertiser*, let there be such adjuncts established even at the expense—we will not say of the public schools, but of the high schools and collegiate institutes. It is these latter institutions that tempt the youth of our country into pursuits other than agricultural; it is these institutions which, by developing the mind in one direction only, have given rise to the phrase which is a contradiction in terms in itself—"over-education."

The writer has hit the right nail on the head when he says that there should be opportunity to all to learn that for which they are best fitted. That there is no caste in education, however, we cannot allow. Many careers require much beside intellectual power. The chances are very many to one that the son of a generation of blacksmiths or labourers will by education blossom into an adroit diplomat. Such things have been, but they are the exception, and for such exceptions the State is not called upon to legislate.