

life thus spent in the Institution, while it is the best time for intellectual improvement, moral development and religious instruction, is also the best time for educating the hands to mechanical dexterity, making familiar the right quality and use of tools and materials, and inculcating habits of steady industry and the manly feeling of self-reliance. The father would justly be considered culpably remiss in his parental duties who should suffer his son to grow up to the age of eighteen or twenty without any preparation for the active duties of life—and the Institution is to its pupils *in loco parentis*.

“Our pupils, knowing that they must rely on their own skill and industry, not merely for the gratification of their tastes, but, in the case of most of them, for their daily bread, are stimulated to careful efforts in the acquisition of their trades, compensating in some measure for the small number of hours which, in the division of time, can be spared to this department.

“Taking this limited time of attendance in view, the degree of proficiency is creditable and encouraging. For instance, boys who have been in the Institution less than half their term, are already able to make a pair of shoes; and most of those who continue the whole term acquire sufficient skill in their chosen trade to be able, on leaving school, to support themselves. All have reached a point from which the advance to the status of a finished workman is easy. Quite a number of our former pupils, practising trades learned here, support not only themselves, but families dependent on them.

X. CHOICE OF TRADES FOR PUPILS.

“In assigning trades to our pupils, their own wishes and those of their natural guardians are, of course, always consulted.

From the necessarily limited number of trades offered for their choice, it frequently happens that a pupil is led by native bent of disposition or by circumstances to prefer some other occupation than the trade he learned here. Even in such cases, the time spent in learning that trade is by no means thrown away. Many of them, for instance, returning to the paternal farm, will become farmers. It is manifestly a great advantage to a farmer to have a certain degree of skill in any of the trades taught in the Institutions. If here he practised shoe making, he can make important savings both of money and time by his readiness in mending shoes, harness, &c. If he was a cabinet maker here, his skill in that trade will stand him in good stead in the way of making or mending farm implements, &c. In short, there is hardly any situation in life open to our pupils, in which a fair degree of skill in one of the trades here practised may not prove valuable.

XI. PECUNIARY RESULTS.

“No expectations were ever formed that the shops would be a source of revenue to the Institution. We endeavour, and with a fair degree of success, to make them pay their own expenses. If their maintenance, however, did involve some addition to our annual expenditures, it would, for the reasons already given, still be a matter of duty to our pupils to maintain them.

One of the greatest advantages of the system, in this point of view, is that it enables us to have shoes and clothing of a cheap but substantial kind, more like country customers' work than the flimsy articles of the cheap kind usually sold in cities. I have no doubt that, in this way, our pupils are clothed better and at less expense than they would be if the articles were bought ready made. As the clothing account of the Institution sums up more than \$6,000 annually, it is manifestly a matter of importance to study economy, by providing the means of having such articles as are at once neat, cheap and durable.