

Q.—Would it not have to be done in some cases? A.—It would not necessarily do away with any of the branches taught at present, and if it did I think it would be a good rather than an evil.

Q.—That is with some branches of education? A.—Yes. I think probably in many of our public schools Greek and Latin might be dropped and more practical scientific subjects taught, which would be clearly to the good of the public. Those subjects would be valuable in after life, whereas Greek and Latin would be of no use to boys passing through the public schools.

By Mr. HEAKES:—

Q.—How many children of the laboring classes are taught Latin and Greek in the public schools? A.—I am talking of our academies and public schools. There are many boys go to trades who have learned Latin and Greek.

Q.—How many children of the working people remain in the schools sufficiently long to study Latin and Greek? A.—That is a question that I could not answer.

By Mr. HELBRONNER:—

Q.—Has this system of technical schools not been tried with success in Chicago, New York, Great Britain and France? A.—Technical schools have existed in England and France and other European countries for some years, and have produced very excellent results. The system of technical education is being largely introduced in various cities in the United States, and in the public schools of Philadelphia manual training has been introduced.

By the CHAIRMAN:—

Q. Are you aware that there is a technical school carried on by the Hebrews, that has been successfully in operation in New York for three years? A.—Yes; and a number of others in New York.

By Mr. CORÉ:—

Q.—Speaking of apprentices, you have said there was no regular system of apprenticeship. Take large establishments in Montreal, where they make doors, windows and blinds, how could a large establishment of that kind instruct a boy in the carpentering business, and in all these special branches. Suppose a proprietor of one of these establishments took a boy, how could he teach him the trade? A.—I think he could not.

Q.—Is that not due to the fact that the work is so divided that a boy would only know how to make a window or a door, but would not have a thorough knowledge of other parts of the carpentering trade? A.—That is quite true.

Q.—Is it not a fact that, under the present system, from that cause, it would be very difficult to adopt the apprenticeship system? A.—The old system of apprenticeship is virtually extinct.

Q.—Take large machine shops, as a rule, can they teach the machinist trade to a young boy entering there? A.—I think they might, by a proper arrangement. I do not think they have ever tried to arrange the work in such a way that a boy might spend so many months on one branch and so many at another, until he became an efficient workman. I think an employer finds out where a boy gives the best results and where he makes the most money for his employer.

Q.—Then if a boy gets into one of the large establishments, they learn the kind of work he can do best and most profitably? A.—Yes; and if he can work well there, they will keep him there.

Q.—If he has talent, energy and ability, will he not push himself through and learn the whole trade? A.—Exactly.