

in a hot-house if we wish them to retain their vigour in after life.

One more remark, Sir, and I shall finish. There seems to be a generally accepted opinion just now that our public schools should prepare our children for the particular calling they are to follow in after life. No one will deny this in a certain and restricted sense. But this doctrine is now being specialized, and so we find a number of subjects being introduced into the school curriculum. Now, however useful such subjects as chemistry, physiology, sewing, carpentering, etc., may be, one may safely call in question the state and the municipality being required to pay for their being taught. I only use these as illustrations, and, perhaps, two of them are poor illustrations, viz., sewing and carpentering. These two may be utilized as means of recreation. To that extent they may be legitimate and useful. The idea, however, which I wish to combat, Sir, is this, that in a special sense our schools should prepare a boy for his life work. Why should the state specially prepare one boy to be a carpenter or a tailor, and refuse to specially prepare him to be a lawyer or a doctor. To me it seems that the state has performed its full duty in this respect when it has placed at the disposal of every boy the fundamentals of a general education. The special education can be and should be acquired afterwards by the pupil at his own or his parents' expense. When a pupil has been taught to read well and to understand what he reads, to write and to express in words what he thinks, and to figure and make ordinary calculations, he has acquired an educational foundation upon which he may at will rear any special superstructure he may require for the special calling he may adopt as his life work. This, Sir, I am quite aware may be regarded as old-fashioned doctrine, and in all probability I shall be regarded by the modern educationalists as what they are pleased so elegantly to term a "back number." I am quite willing to incur the charge. Age is venerable, and even in education the "moderns" have much to learn from the "ancients."

Mr. President, I apologize for speaking so long, but the importance of the subject and my interest in it must be my excuse. Gentlemen, I thank you for your patience in listening to me while I was making these somewhat rambling remarks.