all its applications to the arts to which his pupils are likely to be engaged.

But questions may be raised as to the expense of instruction in manual training and of purchasing tools and machinery for equipping the school. Fortunately there need be no dismal apprehensions as to this part of the question. I am told by M. Harper, Esq., Whitby, who is an up-to-date manufacturer of iron and wood-working machinery, and who has had practical experience in working both wood and iron as a carpenter, pattern-maker and machinist, that a shop furnished with a steam-engine, shafting, wood and iron lathes, forges, carpenters' and machinists' tools, so as to give instruction as above indicated, could be equipped for the sum quite within the means of a School Board of any town, and for a sum which would be amply repaid by the increased value of boys' services when they left school.

As to the cost of practical instruction, there is probably in every county in Ontario one town having a High School and having manufactories in which wood and iron work is carried on. In these could be found men capable of giving practical instruction in carpentering, wood-turning, forging and other iron work and in the management of a stationary steam-engine. The services of such men for two hours a day could be procured for a sum very much less than it costs to hire two masters for Classics and Modern Languages, so much less, in fact, that there would be a balance for expenses of running the engine and providing materials, drawings and models for use of the shop.

In a school so equipped a fair test of a boy's ability to succeed in the mechanical arts could be easily made. Instructions could be given in practical work to such an extent that a boy leaving the school, after a course there, could at once earn his living. The associations and influences of such a school would be all in line with the boy's future course in life; he would have acquired a respect for manual labor, which to him would be dignified and ennobled by the fact that it was connected with and dependent upon scientific principles, he would be animated with hopes and aspirations as to distinguishing himself in his calling; he would realize the force of Longfellow's "Invocation to Labor"—

> "In the world's broad field of battle,
> In the bivouac of life
> Be not like dumb, driven cattle,
> Be a hero in the strife."