

embark in all sorts of industrial pursuits? Did we not promise them protection against foreign goods and such control of the home market as would enable them in a very few years to accumulate wealth beyond the dreams of avarice? Was not our tariff, in many respects, so adjusted as to decrease the profits of the farm, while it ministered to the interests of the manufacturer? And now, the critics, in looking over the deserted waste which an unreasonable protective policy produced, instead of calmly accepting the responsibility of mortgaged farms and a depressed rural population, attempt with perverse ingenuity, to fix the responsibility on the School System of the country.

SCHOOL SYSTEM DEPOPULATING THE COUNTRY.

It is said, again, that our School System is depopulating the country. Does any person believe this is true? Whoever heard of a Canadian expatriating himself because of our defective School System? If it be true, as I fear it is, that there are thousands of Canadian farmers to be found on the prairies of the West, does not that prove that the School System did not create in them a distaste for farming because they follow in a foreign country the vocation for which they were trained here? The same argument will apply to Canadians employed in the factories of the United States. The education they received in Ontario did not unfit them for industrial pursuits elsewhere, otherwise on leaving the country they would have changed their vocation. And as to the professional men who leave Canada for the United States, we know that the success which they have achieved has been due, not to the defective character of our School system, but to its excellence. What an illustration of the defective early training is offered by the case of Dr. Paton, President of Princeton University, and of Dr. Osler who has obtained a first place at Johns Hopkins.

By a similar argument might we not say that those who come to Canada from the British Islands and from Europe expatriated themselves because of the defective school systems under which they were trained. Of the thousands, Scotch, English, Irish, German and Welsh who have made Ontario their home, how many of them left the land of their birth because of its educational disadvantages?

ARE WE OVER-EDUCATED?

But it is said the people are being over-educated, and that instead of being contented in the sphere in which they are born, the laboring classes are not satisfied with the rewards of humble though honest labor. It is difficult for me to understand how a people can be over-educated. I think all of us will agree that, even in a technical sense, there are not