

the condition of parents financially and otherwise, and cognate questions. Several hundred responses were received and these were analyzed and published. The combined experience demonstrated the very poor chance a young man has of attaining eminence in any walk of life who has the misfortune to have parents well to do financially—the more so if generous—or who has not been forced to make his living from an early age, or who *has had to attend* school regularly, or was brought up in a city.

I am sorry that I did not keep the article, and I can only give a resume from memory; but five per cent. of all who had parents who were sufficiently well to do to allow their children to go to school and grow up without being forced to labour for their own support or that of the family. A somewhat larger percentage were born and brought up in the city, but the overwhelming percentage was of boys brought up in the country with meagre surroundings that were at work as early as they could recollect and whose only general education was such as was dispensed at the log school house at the cross roads, and it often only open in winter. They gradually drifted from one place into another, until dropping into congenial surroundings, the practical education of their life began in the midst of the activities of life. They wasted no time in wrestling with much of the "*balderdash*" of our common school grammar, and their memories were unincumbered with unserviceable and rapidly forgotten knowledge. While becoming proficient in their life work they had time to devote to subjects in which they took interest and many became proficient in "science" and "letters" or developed a "public spirit and benevolence that ennobled their country even more than themselves."

Let it not be assumed that these statistics referred alone to artisans, manufacturers and commercial men, for they included the greatest linguists, writers, astronomers, engineers, electricians, editors, doctors, lawyers, teachers, &c., the moving spirits that do the world's work. And, if we carefully consider it, it is not to be wondered at. (Using unpoetical language) *laziness is inherent to humanity*. Even a brilliant or talented man, if not forced to work for his support, can find most everything to amuse outside of organized labour. But the man whom necessity compels to earn his living gets used to it first, then is unhappy without it, and then only realizes the greatest of life's pleasures—constant and interested occupation—and, as a result, the world gets the best fruits of an enthusiastic worker, whose mind is thoroughly educated and carefully cultivated in its own sphere of thought or labour. Illustrations without number could be advanced, but time does not permit. For my only object is to illustrate in what way our educational system fails and to suggest improvement.

A child with the "three R's" has every avenue of knowledge opened up and is able to select its preferences, and more than this in the way of general education the state is not called on to furnish. But again, the state should facilitate, as far as possible, such education as would further assist every citizen (morals included) to fulfil the duties of citizenship by earning his living and developing the resources of the country. This broaches the subject of technical education (which is of far wider scope than this term usually applies) in the public or general system, and towards this is now the tendency.