

farmer is taxed to fit for other positions many who should pay for their own education.

It is true the population of cities has grown, and that of the country has declined. This is due mainly to three causes: (1) The extensive use of machinery, and the consequent lessening of the number of farm hands; (2) the removal to factories, where the work is now done, of the blacksmith, the shoemaker, and other mechanics, who formerly lived at the "cross-roads"; and (3) the growing desire for society and culture, which are more readily gained with city life. It is absurd to suppose that the farmer is impoverished by the large number entering the professions. Is the low price of wheat a result of so many leaving the plough and entering the calling of the merchant or the lawyer? Would the price of beef go up if half our editors, doctors, and teachers were to engage in stock-raising? It is true, the country could get along with a less number of bankers, lawyers, doctors, and engineers. If a profession is crowded, are not its members the greatest sufferers? What calling is not full? The druggist, the musician, the painter, and the typewriter are struggling for standing room. The bootblack, the newsboy, and the cabman meet us as soon as we arrive in the city, and even the profession of the tramp and of the idler has become so crowded as to be no longer lucrative or enticing. Thus competition is a marked feature of the age in every walk of life, and yet, with all its drawbacks, the former times were not better than the present. Why does one person fail, and another with no greater advantages succeed? From lack of industry, lack of good management, lack of ability to think, lack of character, which means want of education.

France and Germany present a suggestive lesson to Canadians. It was a commonly accepted doctrine in France during the time of Louis Napoleon that the State should not expend money for education beyond the requirements of the elementary schools. Germany recognized what Ontario has long believed—that there can be no good national school system if higher education is not supported. Germany taught France at Sedan that brains and not brute force will rule the world. One of the most eminent French statesmen voiced in a single sentence a sentiment which has made his country reverse its policy. He said it was not the needle gun that gained the victory, nor the German schoolmaster, but it was the German universities and secondary schools. France has been aroused. Within the last dozen years no country has made more progress in education. In 1864 no less than 58 per cent. of the men and women of