

man who represents the Church of England Educational interests in this Colony. I have no reason to refer to my Roman Catholic friends in this matter, for they were the first to introduce manual training and Industrial Schools into this colony. It has afforded me great interest and pleasure to visit the Industrial School at Mount Cashel and to see the manual training in progress there. There is to be seen an object lesson to all. The importance of the work being carried on there and the results that will assuredly accrue from that institution can not be estimated. I do not hesitate to say that this community is under a deep obligation to the rev. brotherhood who enterprised that school, inasmuch as they brought under the notice of this house and the public generally the great advantages of manual training to the youth of this country. Now we have the assurance of the Church of England and Methodist Superintendents of Education that those religious bodies will take advantage of this grant. On further perusing the Rev. Dr. Pilot's report, I notice that the rev. gentleman in clarion notes sounds a warning, as well as an exhortation, that it would be well for Educationists and this Legislature to take heed off. The Rev. Canon says:—

"Manual Training inspires respect for bodily labour and corrects the notion that literary occupations are necessarily more dignified than those of the skilled labourer. In this connection I cannot but refer to the tendency of many among our own people to ignore manual labour of any kind, and to attach excessive and exclusive importance to the education of the intellect as a means of social advantage, not always to their own advancement. They take it that the road to advancement lies through the schools, and the examinations of the Council of Higher Education, and, biased perhaps by the attitude of the class above them towards manual labour, they conceive a distaste for it that impels many who might excel as tradesmen or fishermen into the ill-paid ranks of those who wear broadcloth, and who grow thin and hungry behind a hundred counter, or under the tyranny of a low paid pen. To such an extent does this idea prevail in New-foundland, that many a youth would rather become and remain for the rest of his life an ill-paid teacher, who might have gained a competence for himself and comforts for his old age, had he engaged in some trade or employment; and many a young woman would rather become a teacher under the same circumstances, who, as a parour-maid, might have received better

pay with a comfortable home and good food to boot."

These, sir, are the words of wisdom as well as of kindness. There is no mistaking the fact, that high and noble and philanthropic as are the aims of Higher Educationists to-day, the tendency of their liboms is in no small degree to make the children despise the calling of their fathers and to look with disfavour, if not contempt, upon manual labour of all kinds. We may close our eyes to the fact, and in our enthusiasm for that Higher Education strive to ignore the unpleasant truth, but let us consider the words of the rev. gentleman, and of others who have a right to speak with authority, because of their wide experience and observation, and one and all of us will have to honestly arrive at the same conclusion. I believe that no more important step could have been taken than the training of the youth of this colony in manual work, and I hope the day is not far distant when the vote of \$3,000 will be increased to ten times that sum. To-day in the Dominion of Canada manual labor forms an important part of their Public School system. It has been introduced into sixteen towns and is being taught to six thousand students. In Lancashire, England, there are three limited centres for such training, and the expenditure every year amounts to nine hundred and forty-four thousand pounds sterling, all of which has come about in eleven years, standing to-day on this vantage ground and looking back over the past twenty-nine years, we see much to congratulate ourselves upon in regard to educational matters, notwithstanding the great difficulties surrounding the advancement of education in the Colony; the peculiarities of the country, the occupation of the people, the difficulties of approaching the settlements scattered along a rugged coastline and separated by great distances; taking all these things into consideration there is much to be thankful for in regard to this matter of education. Let us look back over 20 years, to the year 1871, and we find there were then only 31,005 persons recorded as being able to read and write, while to-day we have 115,930. In 1871 there were only 120 schools, to-day we have 783, with accommodation for 41,913 pupils. In 1871 the total grant for education was 888,251.92, while to-day it was \$486,638.47. To those who were pioneers of education in this Colony