

comfort and happiness largely depend and special training can be advantageously given to qualify those engaged in these pursuits, common justice requires that such instruction should be given. It is obvious that the number engaged in teaching and other professions is but small compared with the great army who are engaged in agriculture, mechanical arts, manufacturing, mining and commercial pursuits. The absolute injustice of supplying special training for the professional class alone, is still more obvious when it is considered that the property of the Doctors, Lawyers, Teachers, Engineers and Clergymen is but small in proportion to the property of those who are engaged in the production and distribution of wealth from which taxes for public instruction are raised. One might well suppose that the struggle would have been how to raise the means for paying instructors in the classics, French and German, and that there would have been found in every county at least schools for teaching all that could be taught to aid the great producing classes in their struggle for existence.

What is the record in this respect in this great province? One Agricultural College, one school of Practical Science, one school of Mines, and one school of Technology maintained by the city of Toronto.

Commercial students are now receiving some attention in High Schools but only after private enterprise had recognized the wants of the great commercial class by establishing commercial colleges in the cities and large towns.

The establishment of these commercial colleges should long ago have shown our Legislators and Educational Authorities that more attention should have been paid to the training of boys for the business of life, even if the attention of the authorities aforesaid had to be withdrawn for a few moments from the Classic and Modern languages.

It is not a question whether classics or science affords the best educational training; as Sir John Playfair puts it, the question is "Whether the schools will mould the minds of boys according to their mental varieties."

The competition is too keen now-a-days to waste the time of boys in learning Classics and Modern languages to develop their intellects and cultivate their aesthetic sentiments, while there are so many things to be learned which have a plain relation to the business in which they are to earn their bread and butter. Is it possible to organize schools in which can be taught successfully subjects which have a practical money value to the farmer, mechanic, the miner and the manufacturer, and which will cultivate the eye and hand to the execution of designs, and the use of tools, so that the pupil may have his ability in that direction tested and be able if he has aptitude for such work to take up readily whatever art he follows, or if a farmer enable him to perform during his leisure, work which, acting as a diversion to the routine of life, will be of no use to him in the improvement of his buildings, gates and fences, and in making repairs to machinery when time is of the