

young minds in the right way, many of whom find the work so disappointing, that they marry, often unworthily, to be done with it. And after all this we find that our labor produces inadequate and wholly incommensurate results.

There are ideas brought forward laying emphasis on certain phases of the work, such as manual training, industrial training, giving more time to play and physical development, etc., but the defect of the system is more fundamental than the advocates of such ideas seem to realize. It is the *whole* system that is at fault. Such ideas, though correct in themselves, are merely incidental.

The errors of the present system of education, in my opinion, come from a misconception of the human mind.

The mind of the infant contains, in a latent state, the germ, so to speak, of all the powers that he may afterwards manifest, and these powers, to reach their highest usefulness, need to be called into action, developed, cultivated and trained in a scientific and systematic manner. Whereas the present method seems to indicate that the accepted conception of mind is that of an empty receptacle to be filled from without. We have not got far away from that old idea of the rhymster.

Ram it in. Cram it in,
Children's heads are hollow.

Those who created the Latin language had the correct idea of education when they called it *e-du-care*, to lead out. Those who formed the English language seem to have derived the word from *'ed-u-carry*, dividing the word wrongly. It should be *e-du-ca-tion*.

We are at present trying to build an ideal superstructure without first laying an adequate foundation; or to be, perhaps, more exact, we are trying to make a building by starting at one outside wall, and working laboriously and uncertainly along, laying a little foundation, building a little wall, and adding a little roof, then more foundation, more wall and more roof, and so on, until the subject of our experiment often gets tired of the process and starts out for himself. He may follow nature's laws intuitively and reach success or blindly grope about and fail, according to his inherent powers and his environment.

Instead of such procedure we should lay a strong and ample foundation, according to biological, physical, psychological, moral and spiritual laws—a foundation of muscle training, sense training, and faculty training—and then build upward toward completion. The Montessori Method is a long step in the right direction but has not yet been adapted to any but small children.

(Continued next month.)

EDUCATIONAL VOCATION.

By Prof. F. X. SEXTON.

The members of the Maritime Branch of the Canadian Manufacturers Association and members of the public gathered in the High School recently, for the purpose of listening to an address by Prof. F. H. Sexton, on Vocational Education as a necessary part of the school system of this country, if Canada is to get her fair share of the world's trade after the war.

The Professor said in part as follows:

"Vocational education is specialized training, the controlling purposes of which are to fit for useful occupations. Speaking in the broadest terms, education is preparation for life and technical education is preparation for earning a livelihood. These definitions are made at the beginning because there are serious misconceptions among most of our people as to just what industrial or technical education really is.

"There is no doubt but that our educational system in Canada should be broadened and widened and supplemented by vocational training. This has been recognized for a long time by both workingmen and manufacturers.

"By the introduction of vocational training it is not intended that any fundamental change will take place in the present school system except to make it fuller and richer and to improve it. Our present schools must have something the matter with them when so many children gleefully run away from them to work when the law for compulsory attendance allows them to go. Not a very large proportion of the boys and girls are absolutely obliged to leave school at the age of fourteen. The exodus is due largely to the fact that the schools seem to offer practically nothing further that will help to earn a living. If definite courses existed in the academies and high schools which fitted for occupations, side by side with the courses which now fit for college, there is no doubt but that children would stay in school and learn to do something of value to their prospective employers. As it is now when a boy leaves school at grades VI, VII or VIII he seems to be of no value to any one.

"To bring the nature of the child to full maturity, as represented by the best of the adult community, in which he grows up, is true education for life in that community. Anything less than this falls