

and possibly in the third classes of the Public schools. He was not sure that there was enough commercial education in the High schools, but it was impossible to teach more than general principles, as systems in the business world differed largely. In chemistry, extended courses were given in the High schools, which were followed up in the university. Germany had been held up as a model, but in Germany it was original investigation by those of maturer years which gave her pre-eminence, and the Canadian boy was taken as far as the German youth. The reason that the High schools had not taken advantage of the Act, passed four years ago, enabling them to give technical instruction, was that the teachers had not much sympathy with that kind of instruction. What he would recommend would be that when a boy of 15 had acquired a sound elementary education, he should go to an industrial school, not a High school, where he would be right in the proper environment. With regard to such schools he was of opinion that they should be largely under local control to suit different conditions. They should be largely aided by the Government; no expense should be spared in equipment, and fully qualified teachers should be procured from abroad, or Canadians sent abroad to get the needful tuition to fit them for the position.

C. Ross, of Ottawa, thought no one who had traveled abroad could help deploring the lack of machinery for proper technical education in Canada, as compared with other countries. The question was, how were these schools to be started? He was in favor of making them national. In Belgium, Austria, and even England, technical schools were conducted under the department of commerce. The Dominion Government was what they ought to look to for the establishment of such schools. In the United States most of the technical schools had been endowed by private munificence, but Canada had not reached that point. There was a large influx of foreigners into Canada, which was, to a certain extent, a menace to the population, and he hoped that what was to be done would be done quickly.

T. H. Preston, president of the Brantford Board of Trade, disagreed with Mr. Ross. He thought the subject of education belonged properly to Ontario, and that they would get what they wanted very much more quickly than from the Dominion Government. He believed the question was altogether in the interests of the working-man. In Brantford they had considered the matter for some time. They found that there was a feeling among the mechanics against turning out workmen from the Public schools. Then there was the question of altering the curriculum of the higher classes, and making provision for boys and men whose ordinary education was not of the best. He would like to know from the Minister of Education whether the

Government would give aid to any city proposing to start a school of technical education; secondly, whether they would give aid to night schools for technical education; and thirdly, on what basis would such aid be granted?

Mr. Ross was unable to answer the question at the time, but wished to say that he was not in favor of any technical school which did not make provisions for night classes. (Applause).

R. Y. Ellis, of the Ontario School of Art, was in favor of the appointment of a large committee representing wide interests to take the matter in hand, and get some definite results out of it.

John Hoodless, of Hamilton, did not want Dominion interference in the matter. He was under the conviction that technical education depended on more than the establishment of technical schools. Experts in Europe were of opinion that manual and technical education must be built up from the Public schools. He was also in favor of the appointment of a committee.

Principal Burt, of the Brantford High School, thought not the least important issue was the all-round development of boys and girls. The trouble was that the education system of Ontario was too one-sided. He had advocated that a better all-round system should be adopted, and disagreed with Mr. Ross in his statement that High school teachers would not sympathize with a technical course. He protested against any severance of technical education from the Public and High school education.

Ald. Hallam wanted practical results, not talk, and wished to know what the Government, municipalities, and Boards of Trade were going to do.

P. H. Burton was quite satisfied that the Minister of Education was fully in sympathy with the movement. He did not think they could do better than follow the Swiss custom. At the primary schools all were taught alike. In the secondary schools there were three classes, in professional, industrial, and commercial. There was not room for the higher education for everybody in Canada. Then he moved the following resolution: "That this meeting most heartily endorses the movement in favor of a broader and more thorough technical training in all its branches in this country, and pledges itself to forward the movement by all means in its power, and that the chairman do appoint a small committee as a nucleus." The meeting adopted the resolution and the president appointed the following committee. P. H. Burton, Ald. Lamb, J. D. Allan, A. M. Wickham, T. A. Hastings, A. N. Wickson, Toronto; T. H. Preston and W. F. Cockshutt, Brantford; O. G. Anderson, Woodstock; C. Ross, Ottawa; John Hoodless, Hamilton.