

of manufacture in Germany, Switzerland, Belgium, France,—the direct outcome of industrial education in those countries—asked, “What are you doing in technical education?”

Now, what *are* we doing in industrial education? Nothing. Have we any industrial schools, or are there any departments in our colleges devoted to technical training in arts and manufactures? None whatever. Do our schools give boys and girls any special training that will fit them for industrial pursuits? We are compelled to answer this also in the negative. And yet our schools are, taken as a whole, excellent, and in results compare favorably with those elsewhere that seek to give a good elementary training in the rudiments of knowledge. And so far our common schools do an excellent work, and the high schools and colleges complete the training and equip our youth for their vocations in life. But what vocations? The graduates of our high schools and colleges are taught to look to some profession, or to mercantile pursuits, as the only occupations which they are fitted by education to fill. The consequences are apparent. The professions are overcrowded, and for every vacancy in a merchant's office or behind a counter, there are applicants by the score. And very often such positions are filled by those who are not at all adapted for them, but who would, if efficiently trained, have won success, and perhaps distinction, in some mechanical pursuit, and have added so much to the wealth of the country.

But this special training cannot be had in our schools and colleges. The student has to go abroad for it. He sees there the advantages that are presented to him: new and improved methods of manufacture, the social elevation to which ambitious and industrious artisans may attain, a greater stimulus to invention, and other advantages. He will probably not return, and thus the country loses some of its best mechanical talent.

Now what is the remedy for this state of things. It seems clear that the one remedy is—greater attention to industrial education. Wide-awake and far-seeing business men declare that we have come to a standstill in our development; that the building of wooden ships is a thing of the past; that the lumber industry is waning, and that the energies of the people must be directed into new lines and new pursuits, if we would not be distanced in the march of improvement. To compete successfully with other countries, industrial education must receive encouragement. If the permanent prosperity of these Provinces is to be secured, attention must be directed to the raw material—the undeveloped resources which are so abundant—and the conversion of this raw

material into the best products. To do this successfully, educated labor and technical skill must be brought into play. Industry, directed by intelligence and skill must be applied, if we would have a place in the markets of the world, and if we would retain among us our best minds and attract thither an intelligent and desirable class of immigrants. That technical education will attract capital to a country is proved in the case of Switzerland, notably in the canton of Zurich, whose splendid system of technical education was the subject of an able and interesting address delivered some time ago by Dr. MacGregor, of Dalhousie College, in several localities in these Provinces. When recently it was proposed in the Council of Zurich to lessen the grant for technical education—“The manufacturers showed by undeniable evidence, that this single institution (a technical school conducted at government expense) had in a few years been the means of bringing capital to the country to the extent of millions of pounds sterling.”

But we have already carried this article beyond the limits designed. That there is a demand here for technical education goes without saying; that the longer provision for it is delayed the longer will our interests suffer. A technical and an agricultural school established in each Province, either independently or as a department of some college, would be a great boon. Such institutions, established on an economical basis, would no doubt be looked upon as fit objects of endowment by liberal and enterprising men who have the prosperity of the country at heart. The influence of these schools in directing and stimulating industrial drawing, study of agriculture, practical mathematics, and other common school studies, would be very great. Nova Scotia has already taken the initiative, in establishing an agricultural farm in connection with its normal school. This has been placed under the charge of Prof. Smith, of Truro, whose zeal and scientific knowledge will stimulate industrial education in Nova Scotia.

We shall refer to this subject again. In the meantime the columns of the REVIEW are open to those who would discuss it in a practical and intelligent spirit.

We feel sure that the article in another column on education in Newfoundland will be read with great interest. The writer has had ample opportunity of judging, from many points of view, of the system that prevails in the sister colony, and he has the courage of his convictions. We trust before long that Newfoundland will hasten to cast off its present cumbrous and expensive system and fall into newer and more progressive lines of educational development.