

On the other hand, except as a portion of a properly correlated course of study, such as that outlined on page 11, these subjects have no right to a place on the school curriculum. Pupils are not apprentices and schools are not mechanics' shops to teach handicrafts, as such.

As regards the teacher, it is upon him exclusively that this department as an educative agency depends. A mere mechanic or cook, no matter how skilful, who simply gives directions in performing certain work will accomplish nothing useful. The teacher, it is true must be an expert workman, but in addition to training the eye to see accurately, and the hand to perform as the mind directs, he must keep in view as the underlying object, the training of the mind for control and power. The mechanic aims at doing a certain piece of work, and if that is all, the apprentice and the tradesman's shop are the conditions for learning. The teacher aims at giving the boy or girl power and adaptability to meet successfully the conditions that will confront the individual in life; and the ability to do certain things is entirely a secondary consideration.

### **What Can Be Done.**

In the larger cities, Ottawa, Toronto, Hamilton, London, Montreal, Winnipeg, a course of study similar to that outlined in this report at page 14 can very well be introduced into the public schools at the kindergarten stage, and carried to completion in a technical high school, established by the municipality, just as are the present high schools for the language courses. Another solution, and one that is better both from the point of organization and of education, is that in which the whole school from the kindergarten to the machine shop and the nursing room, together with the necessary science, &c., would all be arranged in one institution and under one management.

The schools of this class that to-day are doing the best educational work on the continent had their origin in private endowments. There are philanthropic people in Canada who are in a position to aid educational institutions, and who have in many cases liberally done so in the past.