

manual training. It is not intended as special preparation for mechanical callings. Its purpose is to develop power to observe, to concentrate attention, to work according to a plan, to control muscles. It is quite as valuable training for the future lawyer or merchant as for the future mechanic, and may very properly be made a part of school work.

Should industrial and business education, as defined above, be made a part of the work of the primary schools? I do not think it should. It seems to me that it lies outside the sphere of the primary school, whose purpose should be to develop the man, not the mechanic or the merchant. The curriculum of the primary school is already so well filled that many teachers think the number of studies thereon should be reduced rather than increased. The introduction of this subject would add somewhat to the expense of maintaining schools. Finally the average boy of the primary school is too young to decide on his future calling, and the parent or teacher who can rightly decide it for him must be wise indeed.

But I believe that some industrial and business training may be introduced into our secondary schools with beneficial results. The foundations of a fair general education have been well laid in the common school. The pupils are older, and many have decided on their future occupations. For some of them a few of the subjects now on the curriculum of our secondary schools may profitably be replaced by a certain amount of industrial and business training. The result of establishing a commercial course in our Collegiate Institute confirms this belief; and I hope that at some future time an elementary course of technical instruction will be added and suitable equipment provided for work in wood, metals, etc. I am confident that such a course would be more beneficial to some boys, both from the educational and practical standpoints, than some of the studies they now undertake, and that it would keep many lads at school who otherwise leave it, and sometimes lead rather aimless lives for a time, instead of settling down to regular employment.

FROM D. W. BOLE, ESQ.

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If the subject of the Symposium is proposed in the form of a question, I answer in the affirmative: industrial and business education should be an essential part of the curriculum of our public schools; but I fear I cannot handle the double subject in the limited space at my disposal in "Vox." I will, however, treat briefly the business end of the proposition, and to some extent the reasons will apply to the industrial side.

The education of our children, under our system, means not only their preparation for the duties of life, but the formation of character. If they grew up without character their academic training is more than lost. Want of business training and business character is largely responsible for so many business fail-