

with the problem of meeting the new conditions, and how to finance such more or less sudden changes. As normal times return, and competition becomes keen, this problem of the manufacturer will be a very serious one, and a real live issue for the industries of the country. Higher wages and shorter hours, that are justly warranted, must be met financially, in order for industry to exist at all. Cannot education meet the problem for the benefit of all, both directly and indirectly, concerned, and the industrial life of the country be saved, with more just conditions and sympathetic co-operation continuing to exist and develop?

Many large industries, whose employes number thousands, have special educational classes for the teaching of practical subjects directly connected with those industries. This special practical educational work has been of the greatest value to the maintenance and growth of such industries. Paralleling this specialized educational work in such communities, the evening schools, together with the private trade schools, technical high schools and technical colleges, have created an invigorating atmosphere for the benefit of the community.

At this time there is a great movement all over America, particularly in the United States, for vocational training, to meet the requirements of the boys and girls before they reach their earning capacity, rather than leave such training until they themselves see the need, in many cases too late to get the full benefit in the evening schools, of what the community owes them in the public day schools.

In our immediate community our individual industries are not large enough to carry the burden of an adequate educational training for their employees. There will be a tendency for each industry to develop, so far as possible, such training simply because it is good business to do so, and necessary to meet efficient competition. But, what of the small industries, from which we will eventually get large national industries; what of the stores and restaurants, and what of the homes, where appropriate training means greater efficiency, more satisfactory and happier workers, and a better appreciation of one another?

Our educational systems apparently fail in one very important particular, which is strangely exaggerated in our present time. When we get beyond the subjects that are of direct practical value, we enter the world of individual thought, which is of value to our own particular selves, and immediate friends; and, when we are selfishly inclined to our own thoughts, we get too far away from the democratic idea of a more common sympathy.

For instance, if some of the fundamental, scientific principles of practical agriculture were taught every child, not only would some become permanently inter-

ested in farming, but there would be a more general, sympathetic feeling towards those engaged in tilling the soil, and a better appreciation of what the farmer is doing for the country's existence. This principle applies not only to the agricultural interests, but to all lines of trade and industry, as well as to the interests in the home; and the mental training which forms a fundamental part in our educational ideas, would not suffer in having practical examples to clarify the mental process that leads to the accurate thinking which we associate with a trained mind.

In the onward movement for better world conditions, the difficulty is to have the development of human sympathy keep pace with the modern development of communities. It seems to be the history of older communities, as populations grow more dense, that there is a tendency towards selfish individual greed, rather than an increasing spirit to develop general public welfare. It is one of the problems, as our new country grows, to develop a spirit to back up the necessary Laws that will make the country a place for all good citizens to live in, and not a seeming paradise for a privileged few, at the expense of the rest of the community. We see the results of too much individualism in the aggravating and unjust attitude on the part of individuals in responsible positions, and in the narrow party strife on the part of classes. Our present educational training does not seem to develop the faculty for seeing the other's point of view, but, rather, in an extreme sense, tends to this individual satisfaction, where efficient mental training may be used to create and continue strife, rather than to see clearly the ideas and aspirations of others involved.

With Vocational Training for the boys and girls, they will understand one another's aims and work, and this is one of the big factors that will develop with such training, and which is so evidently lacking the world over at this time. We will see the fallacy of the white collar and unsoiled hands being considered an asset to the individual life, gradually change to acclaim for the higher calling and greater satisfaction of the actual producer and builder, and we will see a growing spirit of understanding and appreciation of one another, the results of which will finally show in the building up of our country, and in a higher standard of civilization.

The power to mould the child and future citizen for good or for evil, has been demonstrated the world over by Germany's educational systems. What would be the standing of any country with an equally powerful system of moulding the child's activities for the cumulative good of that country, rather than for criminal and vicious intents?

There is an object lesson to the manufacturer in this Vocational Training movement, with its power to