

REPORT OF SPECIAL COMMITTEE

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Technical Education.

To the President and Members of the Council :

GENTLEMEN :

Civilized communities throughout the world are massing themselves together, each mass being measured by its force, and if we are to hold our position amongst men of our race or amongst the nations of the world we must make up the smallness of our numbers by increasing the intellectual force of the individual.

Unless we intend the Canadian people to become hewers of wood and drawers of water for the world we must make them as well prepared for the work they have to do as are foreign workmen.

An excellent system of public education is one of the best forms of national investment.

In commercial and industrial efficiency, in a higher level of civic duty, and a wider diffusion of moral culture and religious feeling, the nation is amply repaid for its expenditure.

The question of Technical Education has at last assumed a position of great prominence, and is commanding special attention in every country, and conferences are being held to consider means and methods of making this a leading feature. In Ontario all are probably agreed that our system of elementary education is admirable, but higher education has been worked out too much on a theoretical plan, and has graduated many whose power of applying the results of their academic course has resulted in leaving too many helplessly equipped for the battle of life. To remedy this we seek to utilize our present system as far as possible by correcting its weakness, lopping off the useless branches, and grafting new shoots productive of vital results, in the ever-changing condition of manufacturing and commercial development.

Trade has two specific sides—production and distribution : The former concerns every manufacturer, agriculturist, miner, and miller ; the latter is the province of the merchant. The one without the other is helpless, and a system of education that includes the one and omits the other is defective, and yet the immense sums