

technical school accepts a lower standard of preparatory work than the equivalent of the second year's work in a Canadian High School. The claim on the State for technical education is, it seems to me, on the same footing as the claim for secondary education. The higher the general level of intelligence is the more secure are the institutions of a country, and the more productive its resources. The direction of technical education should be determined by the industrial life of the community to be served. For Manitoba, technical education would necessarily be agricultural education. Schools attempting this work should be of the same rank as Collegiate Institutes and should be so situated as to be in touch with the agricultural life of a neighborhood. They should not only give knowledge, they should cultivate a taste for agricultural occupations and dignify the work of the farm by putting the preparation for it on a footing equal to that for mercantile and professional life, while the general education of the students would be continued the emphasis of the school would be placed on general agricultural economy, feeding, care and management of animals, veterinary science and art, dairying and agricultural chemistry, and facilities should be afforded for practical demonstration of the principles taught.

The manual training school, as well as manual training in the elementary school, has quite a different aim from that of the technical school. Its purpose is purely formative. By adding hand-work to the ordinary subjects of general education, it endeavors to train the mind, the hand, and the eye, and so secure a more symmetrical development. The general utility of some degree of manual skill as well as the educational value of work that requires patience, continuous application, accuracy, a clear conception of the end to be reached, and the means to be employed seem to entitle hand-work to a place in a well-considered scheme of education. The stage at which it should be introduced, the amount to be attempted and the best method of dealing with this department of work, are being experimented with in older communities that can afford the cost of making the experiment. Our schools will not waste their time for a year or two, yet they aim at higher ideals through the schools as at present organized and wait the results of the experiments in older lands.

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All school training which develops a boy's ability to use his mental and physical powers to best advantage and which promotes habits of industry, order, and honesty is so much preparation for doing his life work well and is, to that extent, industrial and business education; but I assume that by the phrase you mean the somewhat technical training which gives special and direct preparation for mechanical or mercantile pursuits. I shall assume, too, that it does not include what many educationalists call manual training. Much of the work of the kindergarten, and what is now known as "Sloyd," may be taken as good examples of this