

Statistics show that only about one-half of one per cent. of those entering our schools follow up the academic theory. This shows an economical human wastage that is appalling. We do not propose, nor is it possible to consider, the training of all the 99 and one-half per cent.; but our object is to make it possible throughout New Brunswick for a greater number of our sons and daughters to become fitted for the vocations which they may choose as a life work. With this end in view I earnestly solicit the interest and help of the school teachers and school boards. Already we have established or are about to establish schools in Woodstock, Fredericton, St. John, Chatham, Edmundston, Bathurst, Loggieville, etc.

We are able to offer aid both from the Federal and Provincial Governments and I can reasonably predict that in no distant future, communities wishing to establish schools can be assisted to the extent of two-thirds of the cost of maintenance as well as aided in building and equipping. It will only be a matter of months before many trained vocational teachers are re-

quired and to whom salaries beyond criticism can be paid.

The system we desire to build up is a sound concrete vocational training consisting of:

1st.—Prevocational training prior to Grade IX.

2nd.—County and Town Vocational Schools for those through Grade VIII and not proceeding with Cultural Training.

3rd.—A Technical University where graduates of the Vocational Schools can become experts in their chosen vocations.

The Vocational Schools can be utilized for day, part-time and night students.

Remember in the past we could not educate for agriculture, for industry, or for commerce, without recourse to the private institutions. Assist us in making it possible to do so.

FRED MAGEE,

Chairman Vocational Education Board,
Province of N. B.

EDUCATION—THE OPPORTUNITY OF INDUSTRY.

By W. K. Ganong, M. A., Manager of the Corona Manufacturing Co., St. John.

Our ideas in education are gradually yielding to the demands of the times, and, against our will, are taking a more practical form. It is difficult to foresee the future level of this change in ideas, but, one wonders if the future will not see a definite co-operation between our educational systems and the everyday needs of our citizens, whether in home-life or in industry.

Many believe that the Church should be, or must be, more definitely connected with welfare work in the community, rather than have a tendency to drift to club-life, as has happened in some modern communities. Our educational system is likewise in the balance, if its usefulness and future standing are to be a serious factor in the life of the country.

With the possible exception of the practical technical college, there seems to be a wide gulf between the teachings of the schools and colleges of this country, and the public requirements. The colleges have evidently catered to what they think those who can afford a college education want. The world is becoming more democratic; there is more of a common feeling and common sympathy, to the benefit and advancement of civilization. Both elementary and advanced education, apparently, must follow the movement, and cater to the general wants of the people, for their benefit, rather than for the whims and social standing of a privileged few.

What apparently will be lost in the ethical value of education by a few, will be offset by the greater gain in

a very much larger number getting a better ethical training, although limited, and the additional gain that many more will get an interest to continue the advanced ethical subjects. Our present educational system teaches the child how to read and write, and no one disputes the fact that a citizen who can read and write is a better asset to the community, other things being equal, than one who cannot, and that that one gets more out of life. This seems to be the most practical phase of our present educational system, in meeting a requirement for the community's interests and welfare.

Considering the problem as a whole, not only those who go into professions, but also those who go into trades and work of special nature, should be looked after, in a true system of public education. The needs of all of these individual groups should be met in the same sense that reading and writing meet the general requirement in our present educational training. Along with this efficient special training, we, of course, must keep in mind the ethical phase of our educational ideas, for the continued improvement of our ideals and national inspirations.

The greatest asset to any country in the solution of the present industrial strife seems to lie in industrial education as an end to getting harmonious co-operation, greater production, and, therefore, greater prosperity. We all see the justice of reasonable demands for higher wages and better living conditions. The employer is confronted