

question of which side we will get our industrial teacher from, and many are of the opinion that it must be from the shop. In connection with English, civics, mathematics, physics, chemistry and drawing, we fail to see how a teacher could become qualified, under present conditions, without a course in some so-called academic institution. All these subjects, with the possible exception of some branches of chemistry, are merely correlatives of the trade. If evening courses were established, whereby the teachers of the above subjects could come in actual contact with shop conditions, there seems no reason why they could not become capable teachers. Foremen from the shops might be engaged to discuss these subjects from the shop standpoint. Mathematics as met with in the shop and the terms used, could be taken up with the mathematical teacher; experts in the problem of labor and industry could help the teacher of civics; draftsmen actually engaged in the shops could help the teacher in drawing, and so on. This could be supplemented by personal investigation on the part of the teacher, especially in a study of the needs of the pupils in the various trades. Summer courses, where the teachers would do some actual work in the shop, would also be a great benefit in many of the above subjects.

As to teachers for the various departments of shop-work, these must no doubt be taken from men actually engaged in the shops. Undoubtedly this type of instructor needs some training before making a successful teacher. This point is well emphasized by the training given in Germany. A school manned entirely by shop men would be about as big a farce as we could well imagine. The pupil, in our junior school at least, has not yet learned the lesson of self-control, and the principles of teaching and discipline are very vital at this stage.

To meet this difficulty an evening course could be given to shop men who are being considered for teachers, which would deal with the sort of problems which the teacher of an industrial school has to meet. The principles of good teaching could be applied to the various problems of the shop. For example, the man from the machine shop could be directed to the problem of giving progressive experience on objects of a commercial type. The relation of such questions as drawing to shop mathematics could be similarly discussed. To give some breadth of vision with regard to education, the following topics might be worthy of development:—The relation of education to the state; the various educational ideals, both in the past and at present; the growth of industrial education and its present status in other countries; the laws pertaining to industries in our own country and a comparison with other countries; the social status of the worker here and in other coun-