

ability, while the High School trains the youth who wishes to enter the learned professions.

The Value of Vocational Education

Vocational education is now one of the big educational problems, and as such is deserving of most careful study, as its prosecution, whether in school or occupation, must be carried on by means of painstaking study and investigation.

It is the task of the College to select and train men and women for leadership and the professions. To do this, they have had to maintain very high scholastic standards. However, only a small number of individuals are college men and women. This vast horde of young people who are dropping out of school while still in the grades or High School must have a more adequate preparation for life. Children will go to work; you can't keep them in school, so the school curricula must be adapted to meet the needs of the time. We must keep in mind the fact that education is of two kinds; first, for work and second, education by work. If education is to mean anything, it will mean that an adequate economic return will be received for the efforts put forth.

Our old traditional schooling does not fit our youth for the modern working life. Vocational education has shown the needs of individualizing our educational program. "We want, not only to train children for efficient self-support, but we want to safeguard that training for the child's continuous welfare." An individual's greatest capacity for service and happiness depends on the discovery and cultivation of his permanent interest and real abilities.

It seems to me that the task of education is to take the child, no matter how poorly equipped he or she may be, and give him the training which will best fit him to take his place in the world. Since our present economic life is demanding the services of the majority of our youth, an efficient system of vocational education seems to be necessary.

Such a system enables the child to make a wise choice of a life's work, and this choice should be made only after most careful self-analysis, under guidance. Further, it will give accurate knowledge of the requirements—advantages and disadvantages—of the occupation; and will, above all, give a broader vision, not only of that particular field of work, but of life itself.

—Lucinda Templin.

WAGGISH VERSE

Your friend may vow that he's true blue
And, when you need him, fail;
But when Towser asserts his love for you
His is no idle tail.—*Boston Transcript.*

ART AND INDUSTRY.

(By Miss Cecil M. Gallagher.)

During the past five years of war when it was impossible to import goods "made in Germany," or "made in Austria," gowns "created in Paris," and rugs "woven in Persia," we were forced to produce substitutes to supply the daily needs of the people of North America. Small industries were enlarged, new ones sprang up, but the plans, patterns and designs which had hitherto been made by old world artists could no longer be obtained. Many experts in this work had been recalled and none could be spared from Europe. Their positions and similar positions in new industries had to be filled. Then it was that manufacturers began to realize how dependent they were upon the specialists who planned their products.

Architects, decorators, furniture designers, textile designers, costume designers, illustrators, poster makers, were required. Hundreds of industries called loudly for them and offered enormous salaries to competent men and women. A critical situation was saved by the Art teachers who though untrained for this phase of the work rose to the occasion and convinced the world that America can, independent of Europe, produce costumes, textiles and furnishings which will soon rival those of the masters.

As an outcome of this revelation the Art League of America has been formed. Its motto, "American Art for American people," opens to the public a new field of labor which will become more and more extensive as the demand for American goods increases.

The expense attached to an Art education has kept many from entering this field. This obstacle can be removed, as it was in England, France and Germany, by free Art Courses in the Public and Vocational Schools. Ontario recognized the importance of this fact when it established, in connection with the Toronto Central Technical School a free Art Department, where instruction is given in design for every craft and industry.

In every country where Art courses have been given Art workers of note have risen from the masses. Deep in the population of New Brunswick there lies undreamed of talent—talent which could find expression in dressmaking, sign board printing, poster designing, decorating, illustrating and scores of other forms of applied art. Why should we employ foreign experts when, with small expense, we could educate specialists in our own province? This is a question with which the Vocational Schools will no doubt deal in the near future.

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