

Can such tax be collected, with ownership gone?

If Sismondi (a socialist, nearly) was drawn  
To confess, he knew not how to make a sound plan,

Can the modern socialist clique?

They forget the experiments—if they e'er knew them

Of Louis Blanc, Fourier and Owen,

The failure of these should cause us to eschew them,

And we doubt if the wisdom of George and McGlynn,

Or of such Anti-Poverty quacks, with their din,

Reapaught but whirlwinds from such sowin'.

Comte knew better, by far, than these kindlers of war,

He held firmly the cardinal truth

That in steering for social improvement's bright star,

'Tis moral development must be the chart;

Not physical force, but the growth of the heart—

Education, of adult and youth.

But to take one's possessions, with all kind professions

And hand them to Tom, Dick and Harry

In common, the sport of their ignorant passions,

"Such dainties to poor folks their health it might hurt,

'Tis like lending them ruffles while wanting a shirt,"

Such a scheme would be sure to miscarry.

Then let all unite to discover the right

And pursue it, with eyes fixed Above,  
Redressing of wrong, there should be, but to fight

'Mid bitter reviling is surely a sin;

Then to elevate, educate, let us begin,

In the true CHRISTMAS spirit of love.

### TECHNICAL EDUCATION.

BY THE SECRETARY BOARD OF ARTS AND MANUFACTURES, MONTREAL.

In order to fight, successfully, the battle of life, it is of the highest importance that one should be trained for the pursuit which he is to follow. Among thinking men it is generally recognized that the education which our boys and girls receive at school is not of such a nature as to prepare them to perform, in the best manner, the active duties of after life. There is too much devotion to classics, to the neglect of science and modern languages. There is too much cramming and parrot-like recitation, and not enough instruction in regard to the materials with which we are surrounded, and the means by which they can be put to profitable use. The memory of pupils is exercised—often over-taxed—but the brain is not developed; and the hand is entirely ignored.

The aim should be to make our youth more conscious of the advantage of education, and to teach them the dignity of labor, by making them work with their hands. In a word, our school system should be rendered more practical and useful, without being less educational or intellectual.

The subject of Technical Education is daily claiming more attention. Varying definitions of the term are given, but we

may call that education, training or instruction "technical," which has a direct reference to the career of the person receiving it. An endeavor should be made to bring education more into relation with the practical requirements of life, in this country, and thus to give it more interest and reality. This can be done by bringing the practical instruction into the curriculum.

In Europe, manual training in schools is not an entirely new thing. In France there are what are called Apprenticeship Schools, where pupils are prepared for various trades. The *raison d'être* of these schools may be briefly stated:—Before the invention of steam power had led to the creation of factories, a child might enter a workshop as apprentice at an early age, and in that workshop might see a great range of work going on, and thus acquire a wide extent of knowledge and skill.

Now, however, thanks to steam and organization, labor is highly sub-divided. Boys enter late and work at specified duties which neither require nor impart much, if any, technical knowledge or skill. Thus apprenticeship is little more than a name, and many tradesmen are incapable and unskilled because they have not the opportunities of learning.

The result is this, that when neither the school nor the workshop affords a boy the chance of a technical training he becomes an inferior workman, and the country suffers in proportion as the productive power of the workman falls below what it might be.

It is obvious, then, that there is need of technical education. To include manual training in the school-course, and to fit up workshops in connection with our day schools implies such a radical change in our educational system that the authorities hesitate to take up the question seriously. The results which have been obtained, however, in France, Germany, Switzerland, Sweden, have stimulated the people of England and the question of technical education is now being most seriously considered there.

Much has already been done in this direction by the City and Guilds of London Institute, Finsbury Technical College, the Yorkshire College and other similar institutions. There is a growing desire to make technical education more widespread, and leading educators are now discussing the best means of including manual training with the regular school system.

In the United States, also, the matter is being seriously taken up. New York, St. Louis, Chicago, Philadelphia, Boston and other cities in New England are fully alive to the importance of the question, and, in all these places, instruction in manual training is given; in some cases in special schools, and, in others, in connection with the ordinary school system.

In Canada, although not very much has been done, thus far, evidences are not wanting that there is an awakening of public opinion on this important matter. The splendid building erected in Toronto for a Technical School shows that Ontario is determined not to be behind in the race. In Montreal a daily increasing interest is manifested in the subject. Many leading educators are in favor of manual training;

and the probability is that, before very long, we shall see workshop instruction included in the curriculum of day schools, in that city. A building has just been erected in Montreal, which is to be used for practical workshop instruction. It is large and spacious and is now being equipped with the requisite machinery. When completed the premises bid fair to be second to nothing of the sort on this continent.

It will be a matter of surprise to many people, however, to learn that, for the past three or four years, practical instruction of an industrial kind, has been carried on in the Province of Quebec, under the direction of the Council of Arts and Manufactures. Schools have been in operation for ten or twelve years in Montreal, Quebec, Sherbrooke and other places in the Province. The classes are open from October to April and, as they are intended chiefly for mechanics, they are held in the evenings. For some time the instruction was confined to drawing—chiefly mechanical, free-hand and architectural. The results achieved were very satisfactory, and not a few of the pupils have bettered their positions in life through the knowledge gained while attending these classes, during the long winter evenings. The drawing taught was of as practical a character as possible: for carpenters, copies relating, chiefly, to building construction were given; and for young men from machine shops, after they had learned the principles of drawing and how to handle their instruments, rough sketches of parts of machinery were made by the teacher, and the pupils were required to draw these to scale. Afterwards they had to make sections of the same. Parts of machines were also given as models to draw from; in one case the teacher brought an Ingersoll Rock Drill into the class room, took it to pieces in the presence of the pupils and then gave each pupil a piece to draw from. The attendance at the classes was good, because the pupils found that they were obtaining a kind of knowledge which they required, which was worth money to them, and which they could not get in the schools or the workshops. It was considered desirable to make the instruction yet more practical, and in Montreal classes in wood engraving and lithography were established about three years ago. The former was not successful, but the latter has, from the first, given the most satisfactory results, and this year there is not an empty place in the class. Last year classes in stair-building, as well as scagliola and plaster work were established. These are both producing most satisfactory results. The stair-building class is attended by about forty-five men, chiefly carpenters and joiners, who, notwithstanding the fatigue of their day's work, rarely miss an evening. So eager are they to learn that some come to the class room half an hour before the time of opening and remain after the class is closed. The need for this kind of instruction may be shown from the following:—A very intelligent carpenter came to the writer and said he was willing to pay twenty dollars for instruction in stair-building. On questioning him as to why he did not learn this in the workshop, where he