

compulsory clauses of the education law, and may go into employment.

But the chief interest centres in the evolution of the course of instruction given in schools of the second type—the district primary day schools. Admission to these district schools is restricted to children who have taken their certificates of primary instruction, and have since then “passed a full year in the highest standard of a primary elementary school,” or who have passed an examination of equivalent value to both the above requirements. Every district day school must be provided with a properly-furnished workshop and workrooms, and it is mandatory upon teachers to put all the boys through a course of manual work in both iron and wood. There are three divisions of district primary schools. In the first division, the school course is arranged for two years, the curriculum of the first year being a repetition, with but slight enlargement, of the primary school work, and that of the second year is one of specialized studies, directed to whatever will tend to give the children a taste for business and handicraft. At the end of the second year, the parents of the scholars are expected by the Department to decide upon the particular subdivision—general or technical—they wish their children to be trained under.

In the second and third divisions of district primary schools, the curriculum becomes progressively specialized. There is now a three years’ course, which may be extended to a fourth year. Primary education, in addition to the subjects taught in the previous division, embraces “applied arithmetic, the elements of practical algebraical and geometrical work, the rules of ordinary accounts and bookkeeping, elementary, natural and physical science as applied to agriculture,

manufacture and hygiene, geometrical, model and ornamental drawing, the elements of common law and political economy, elementary French history and literature, the principal epochs of general history, and more especially those of modern history, modern languages, working in wood and metal, needlework, cutting out and dressmaking.” It must be borne in mind that the manual and technical training given in this division of schools is confined to what is strictly educational in character. The aim of the curricula is solely to develop in the children before they leave school skilfulness of hand and eye, and a general acquaintance with the use of tools, and with the properties of wood and iron. No attempt is here allowed to be made to teach distinct trades or businesses. This was very clearly impressed upon the officers of his Department by the Minister of Public Instruction in a circular sent out shortly after those district schools in which trades were taught had been placed under the technical education branch of the Department of Trade and Commerce. The circular is dated 15th February, 1893, and points out that the bulk of scholars in this division of district primary schools are the children of the industrial class and will be obliged to leave the school at an early age, and most likely go into employments requiring hand craft and manual work, that teachers ought, therefore, to see that the minds of scholars were directed to the study of those subjects most likely to be of practical use to them. “The teaching should be,” he says, “both technical and professional, but in a different sense of the term from that understood in those strictly technical schools which ‘give instruction in the practice of industry and commerce.’”

District primary day schools of