

classical, gave those for whom it was intended the best possible training for their daily occupations—the duties of the publicist and man of affairs. And so to-day the world demands that education, as its application widens to include the masses, should train all men, farmers, manufacturers, merchants, mechanics, for the duties and activities of life.

Nor is interest in technical education confined to this country. It is universal. Indeed the keenness of the interest and the readiness of the response to that interest are everywhere an unflinching index of national prosperity. In industry and moral worth no peasantry in Europe surpasses that of France, and nowhere in Europe is instruction in agriculture more carefully organized. Germany's system for the training of manufacturers and artisans is the most complete in the world, and her rapid advance toward industrial leadership is an eloquent testimony to the efficiency of that system. The British and the Belgians are the leading commercial peoples of Europe, and they surpass other European peoples in their equipment for training in commercial activities. No country has reaped such immediate results from technical education as Japan, and, to judge from the generosity of her philanthropists, and the magnitude of her public undertakings in that regard, no country promises more permanent results from technical education than the United States.

Let it not be thought that Ontario shows no interest in technical education. Last year she spent, directly or indirectly more than half a million on instruction in agriculture, and her instruction in agriculture is unequalled on this continent. In the higher forms

of industrial education, in the training of consulting engineers and experts, she has long done more than her duty. In the lower forms of technical education, and in addition to the commercial instruction of the high schools, the Province organizes and aids instruction in Manual Training, Household Science and Industrial Art in three dozen urban centres at a cost to the crown alone of more than \$50,000. And the present session of the Legislature gives earnest of more generous assistance.

But great as her efforts have been, Ontario's need of technical education is still peculiarly pressing. The existing financial stringency will expose her markets to the merciless competition of her neighbor to the South, and this competition will test to the limit the skill of her artisans. Unskilled foreigners now flocking to her urban centres will force her native workmen up into the ranks of the skilled workmen if they are trained to go there—or down into the ranks of the idle. Her position as the machine-shop and clearing-house of the Great West will remain hers for the asking—and the deserving. Her raw materials widely distributed and difficult of access, her motive power remote and unlimited, her transportation problems greater than those ever yet faced by so small a people, cry now and cry insistently for the captain of industry and the skilled artisan.

And in Ontario, as in all other lands, progress in the industries outpaces, and will always outpace, progress in technical education. Here, as elsewhere the school lags behind the shop and office.

Let us look at the problem of technical education from the point of view of