

were organized upon the differentiation of social classes and maintained to keep these distinctions clear. There was rather a set policy of "aristocratic selection and preservation of social control in the hands of the sons of the aristocracy."

The stern conflict lasting four years and a half has led us to ask ourselves if there be not an educational policy commensurate with our political ideal of equality and universal franchise. Experience has taught us that the power of the nation equals the sum of the powers of its individual citizens. We have been appalled by the results submitted by the Medical Boards examining our enlisting men and by the statistics regarding illiteracy among our soldiers. We asked a man to be one hundred per cent. "fit" to die for our country; we now realize that we must make and keep him one hundred per cent. "fit" to live for Canada. Education is the State's responsibility since the State rises or falls on the "preparedness" of its citizens.

In one field of education we have found ourselves particularly deficient. We provided free education for all but we overlooked individual differences of preference and ability, we gave the same educational preparation to all, the future workman or professional man, and that, the education leading to the learned professions. Now we realize that we must offer equal opportunity of preparation to each recognizing his desires and capacities, to the future workman in the shop, factory or field, as well as the future member of the professional classes.

Canada's realization of this demand of each citizen if the Democracy is to stand, has been shown by the recent Dominion Vocational Education Act, providing so liberally for the assistance of each Province in its attempt to meet the needs of vocational education in its section of the country.

Vocational Possibilities for the Maritime Provinces Many School Boards in the Maritime Provinces, although quite conscious of the need of vocational instruction, may be troubled by the problems arising from the increased expenditure necessary to provide the additional equipment for such instruction. The partial solution of this difficulty is to be found close at hand in some cases.

* Many towns in the Provinces are already provided with a well-equipped Business College. In such cases some form of part-time affiliation can be quite easily worked out. These schools already have teachers in book-keeping, shorthand and typewriting and are provided with the necessary equipment. Why duplicate equipment to be used by a limited clientele? By the above-mentioned arrangement the students of the commercial courses may receive their instruction at the

Business College, all tuition for such being provided by the School Board. This increased revenue will enable the Business College to increase its proficiency. The amount contributed to its support will enable the School Board to demand a high standard of instruction. The abbreviated business course provided by the standard Business College should not be accepted as final by the Vocational School, but rather, such instruction should be supplemented by courses in business, arithmetic, commercial geography, spelling, letter-writing, etc. History, economics, government and physical education should be provided by the school itself.

In towns which have grown up about certain industries such as Amherst, Sydney, Moncton, some form of part-time instruction may be evolved for the students planning to enter these industries. In such cases the school will provide the theoretical courses necessary to illuminate the workman's task and the shop provide part-time practical instruction in that task. With increased use of machinery the work of the individual workman has become restricted and specialized. He is no longer master of the whole production, but rather, of a small portion. His vocational training should aim not only to make him a good workman in his specialized field, but also, to provide him with a knowledge of the whole problem and of the mechanical principles governing his machine so that his task will be fraught with significance and interest. He must be trained for his obligations to the State by practical courses in history, economics and government. These more theoretical aspects of the problem are the duty of the school. Preferably these courses should be given in High School or in a Vocational School on the same standing in the community as the High School.

The needs of the rural communities for providing instruction in business, agriculture and household science is a more serious problem likely to involve much additional expense, expense which is impossible to many individual communities. This difficulty may be met by several adjacent districts joining to support a Vocational School. In cases where consolidation already exists this added problem may be met with comparative ease. However, it will be possible to evolve a form of consolidation for vocational work beyond the first eight grades.

Vocational education must not be thought a simple trade or apprentice training but must always include the necessary physical training to keep the individual "fit" and provide a taste for pleasant forms of recreation, together with practical courses in history, economics and government, leading to a true realization of one's duty as a citizen. The Vocational School must not supercede the High School but rather run parallel with it, providing education for the student with practical