

INTRODUCTION

The time was, in days gone by, that a youth was given a choice between an education and some industrial occupation. An education meant an academic training in preparation for the University or professional schools. An industrial occupation meant a training for muscular activity only. To-day we have reached a stage when there is no longer such a choice, as a successful career in any industry demands an education. It is not sufficient that a workman possesses only a skill in the operations of his trade. He must be mentally alert and well informed. The individuals seeking employment in our banks, offices and stores, must be trained in intelligent reasons for operations and the uses of the materials they are to handle, and in an appreciation of their value, if they are to compete with the scientifically trained labor of other countries.

They must be trained also to be proficient in the mathematical conceptions and calculations fundamental to industry and to have facility in descriptive expression, through language and drawing, and to be freed from narrowness. Such training must be supplemented by a thorough knowledge of history and geography.

We have learned by experience that knowledge is power in all lines of endeavor.

This knowledge cannot all be learned in the school room. The student must pursue the many courses of supplementary help open to him. The home must co-operate with the teacher. The child must be taught that the home is an institution of learning as well as the school. The parent must see that the child has the proper encouragement and environment in the home and be supplied with such supplementary help as will correspond with the work in the school room. Practical experience must be exercised with the technical, and a general co-operative spirit must exist between the parent and the teacher if the child is to obtain the highest efficiency in his educational career.

It is for this reason that this volume has been compiled.