

public schools in the province at as early a date as possible. Perhaps a definition of elementary technology, as I understand it, will be helpful. It means the working of the hand and brain together. In our present system we really begin this with our youngest children in the kindergarten, interesting them in hand work as a cultivation of the brain, and when we have trained them to a point where the brain is able to grasp facts by the training of the senses, it is dropped from the school curriculum. Is it reasonable that in the first terms at school children should be taught to draw, design, build, model, weave, also to grasp the idea of size, weight, color, form, and having thus been grounded in the first principles of technology they are continued no longer in the course, instead of developing in them a taste for some particular line by a continuance in the exercise of the boy's mind, hands, arms and tongue in such a manner as to acquire knowledge rapidly, to exercise judgment and tact. The practical work should be made to conform to work in actual life.

Manual training, which is the education of all the faculties and not the training of any special group, not the purpose to produce mechanics more than any other class of specialists. It is a system of education perfectly general in its character, and surrounds boys with the realities of life in both thoughts and things, is an important factor in technical education, and should have a place in our public schools. I am delighted to see that a public-spirited gentleman of Montreal has announced his intention of establishing schools of this class in a number of towns, and while I regret that Toronto is not to share in his beneficence, I am glad to know that a beginning is to be made which must result in the greatest good. I heard an educationalist of considerable note declare that the difficulty of securing teachers was practically insuperable. Sir Wm. McDonald knows where they are to be found, and will send to Sweden, where the combination of the Sloyd school with the common school, such as exist in Sweden and Finland, is founded on the idea of the value of handwork as an auxiliary to mental development. Many industrial schools in America have not been successful because they have aimed at making specialists rather than fully rounded men. The real object of the school is not to impart knowledge, but to cultivate the ability to acquire knowledge. We are all interested in the material progress of our people; to promote this let us encourage a change in which the manual element has some share. We have now in our higher institutions laboratories of chemistry, physics and biology, and we do not grudge them their possession, but why should it not be equally reasonable that for the many whose completion of preparation of life's work does not take them to these higher institutions, provision should be made with a laboratory for general handwork in connection with the common schools, perhaps not in every such school, but as is the case in Scotland, certain schools be set apart