

most convenient and economical way of conveying to the rising generation the mental wealth of the present and the past. It is now recognized that they can do that, none the less well, but rather the better through educating the faculties of the scholars which are not called into activity by lessons from books.

The report of the Commission on Manual and Practical Instruction in Primary Schools under the Board of National Education in Ireland contains much information on the subject. It was presented to the Imperial Parliament in 1898. The members had ninety-three meetings; they took the evidence of one hundred and eighty-six persons whom they considered qualified to give information on the matters submitted to them; and they visited one hundred and nineteen schools in most of which they had an opportunity of seeing Manual and Practical Instruction given.

Nothing can be stronger than the opinion expressed by the Commissioners in favour of such instruction. I could refer to many passages in their report ably supporting in detail the views they express; but I think it may be better that I should leave to other speakers who I hope will address you this afternoon the task of dealing with educational technicalities in which they are so well versed, and I will only say that the experience of the educators, the parents and the pupils in places where Educational Manual Training has been introduced supports the expectations expressed in the report to which I refer. Ten years ago probably not more than fifty Board Schools in England had provided Manual Training; whereas it is now reported that the boys from nearly five thousand schools go to Manual Training centres.

It is with profound pleasure and keen expectation that we welcome to Canada and to this noble and useful work in our midst, the Manual Training teachers who have come from Great Britain, and also the United States. They may be assured that those of us whose school days are long past will have an interest in their labours as deep, if not so evident, as that of the boys in their classes.

But, ladies and gentlemen, I would ask you to understand that Manual Training is not intended to teach any trade or even the elements of any trade as such. Only as the alphabet and the art of reading are necessary to the literature of all the professions, so Manual Training fits a boy to begin his apprenticeship to any trade with greater aptitudes and correspondingly better chances to be a skilful, excellent workman.

I hope it will be understood that Manual Training does not aim at preparing the pupils to earn their living through Manual work, although it does help them in that most honorable and laudable purpose after they take up their life work whatever it may be. Because the boys *like it*.

It helps to keep them longer at school and thus gains for them a more thorough education in other respects also.

Sir William Macdonald has certainly added another magnificent gift to those he has already conferred upon Canada; and I am sure you will all agree with me that in selecting Professor Robertson to assist him in his great work, he has chosen a man whose ability and perseverance would go far to secure the success of any undertaking and to whom we are deeply indebted for his organization and energy.

We have all heard of the generous