

tural College in 1888, the Manitoba Agricultural College in 1903, Macdonald College at Ste. Anne de Bellevue, Que., in 1907. The agricultural college at Ste. Anne de la Pocatière, Quebec, the first in Canada and the second on the continent, had been founded in 1859, while the Oka Agricultural Institute was established in 1890. The Ontario Veterinary College, founded in Toronto as a private venture in 1862, was one of the first on the continent, and for many years drew its students very largely from the United States. In 1908 it was taken over by the Ontario Government; it was transferred to Guelph in 1922.

Training in handicrafts was introduced into the schools in the form of manual training for boys and domestic science for girls. The former was originally intended merely as a training in the use of tools, partly as a recreation and partly as a means whereby the boy could get some idea of his capacity as a mechanic. A form of this manual training was introduced into Ontario schools in 1883 and into the schools of Nova Scotia in 1891; in the latter province it was made compulsory for teachers in training in 1893. In the Prairie Provinces, manual training was introduced in the first decade of the present century.

The second decade of the twentieth century, however, saw a more rapid development in technical and vocational education. Following upon the publication of Dr. Seath's report on Education for Industrial Purposes and the report of the Royal Commission of 1910 on Industrial Training and Technical Education, published in 1913, technical education has made rapid strides, partly due to the stimulus given to manufactures by the war. By 1915, manual training courses in Ontario had branched out into industrial, technical and art schools, and in that year a large technical school was opened in Toronto. The Kelvin and St. John's Technical Schools in Winnipeg date from 1911, and the great technical school in Montreal from the same year.

Aid Given by Dominion Government.—While educational administration is a matter for the provinces, the Dominion Government, realizing the national importance of vocational education, has supplemented the provincial funds available for these purposes. In 1913 the Agricultural Instruction Act was passed, distributing \$10,000,000 in 10 years among the provinces, for the advancement of agricultural education. In 1919 a similar sum was voted for technical education, to be divided within 10 years among the provinces, approximately in proportion to population, but so as not to exceed the sums expended by the provinces on technical education. These grants have been most effective in turning the attention of the provincial authorities toward vocational education, which is making great strides, especially in the eastern manufacturing provinces.

The number of students in institutions for technical education coming within the scope of the Technical Education Act of 1919 (9-10 Geo. V, c. 73) in the academic years ended June 30, was as follows:—1921, 56,744; 1922, 61,961; 1923, 70,300; 1924, 79,829; 1925, 88,024; 1926, 88,961; 1927, 96,682 (Table 10).