

TEACH THE CRAFTS, SAYS MR. HARCOURT.

Speech on Industrial Education in the Legislature.

DEBATE HAS COMMENCED.

Mr. C. N. Smith on the Prob- lems in Northern Ontario.

Many Suggestions From ex-Minister of Education For Vocational Edu- cation—Mr. Smith Tells Where a Provincial Gratuity Went—The Horse the Minister of Agriculture Bought.

In an hour's speech, full of lucid and practical suggestions along the lines of industrial or vocational education, Hon. Richard Harcourt held the closest attention of the Legislature yesterday afternoon. The former Minister of Education was the Liberal speaker to lead in the debate on the address in reply to the speech from the throne. He dealt only with the question mentioned, but he dealt with it exhaustively. Mr. T. W. McGarry (North Renfrew) followed, and he made particular mention of Provincial rights. However, it remained for Mr. C. N. Smith (Sault Ste. Marie) to remind the House that the administration of the Whitney Government had not been without error. With the receipts of cash from the sale of Cobalt Lake and from the Dominion grant Mr. Smith felt that the intimated surplus of half a million was insufficient. At the expense of Hon. Mr. Monteith the member for Sault Ste. Marie humorously told of the Minister of Agriculture purchasing a horse for \$1,500 for the Guelph Agricultural College, it afterwards being ascertained that the horse was blind.

Another incident pathetic in its nature was touched upon by Mr. Smith, in which he blamed the Government for allowing a gratuity for a faithful Provincial servant to go wrong. He also accused the Administration of stealing policies, and in general dealt with New Ontario problems. William Jennings Bryan was an interested auditor during a portion of the debate, which will be resumed to-day.

Not to be Critical.

Hon. Mr. Harcourt said he purposed to make a suggestion and not a critical speech, limiting his observations to educational matters referred to in the speech from the throne. There were many ways, he continued, in which the Legislature might vote money for educational purposes, and no one had ever heard him carp at educational expenditure. The time had come for imparting technical education or paving the way for it. His plea was for one phase of technical education, since there was not much concern now about the higher grades in Ontario. He pleaded for industrial or vocational education which brought the schools into closer touch with the masses or the wage-earners. His plea, he continued, was for the monotechic schools, helping all wage-earners engaged in a particular trade.

A Primrose Path.

The speaker then turned attention to what had been done for professional education, saying that it had been gen-

erously dealt with. The way to the professions was a primrose pathway, he said, while there was no educational byway to the trades. He had nothing to say of manual training schools excepting that which was good, yet the manual training schools had not "furnished with keener intelligence recruits for the hundred and one trades" upon which industrial life depended. The trade councils would give sympathy and even direction and guidance towards schools which he was suggesting. Continuing, he said the establishment of trade schools in many centres of Ontario would be productive of great good. In Massachusetts he pointed out that the school term was as 78 to 43 when compared with the remainder of the States. It was no coincidence, he added, that the industrial progress of that State was so marked. The people of Massachusetts had an earning power of \$88.75 per capita more than the average of the other States. Many States were also giving serious consideration to these problems of trade schools. Even the Union could not meet the competition of Switzerland in certain lines of industry, and the success of the latter country was due in a large measure to the industrial schools. The school life of Switzerland was related to every trade in that country.

For Serious Thought.

In the report of the Minister of Education in 1906 it was stated that in the rural schools in the first reader there were 96,000 scholars, in the second reader half that number, and in the fifth reader only one-tenth that number. This, he argued, was a fact for serious consideration. It meant that the boys and girls left school at ten and eleven years of age, and drifted from one position to another. The Industrial School took the child just at that age, and kept him under the care of the State, learning a trade. He asked the Province to do the same thing, instead of reaving these children "rudderless on life's ocean" to bring indifferent cargoes home. If the professional men were misfits they could turn to nothing else at present, and, therefore, he asked that every boy be given a chance with an Industrial School.

A German Lesson.

A German deputation which had visited the United States at the time of the St. Louis Exposition had reported that Germany had nothing to fear from the United States in industrial competition. The reason given was that there was in the United States an entire absence of systematic instruction in craftsmanship. Even the Federal authorities should concern themselves with technical education, added Mr. Harcourt, but that there might be no useless overlapping a Government grant might be made to the different Provinces for the purpose. He hoped the Federal Government would see its way clear to carry out such a plan, and he ventured to say that the domestic exports would increase five fold in a single year. While he was Minister of Education he had tried to begin along these lines, and he hoped the present Minister would follow on.

About Provincial Rights.

Mr. T. W. McGarry (South Renfrew) first drew attention to the change in the attitude of the preceding speaker, who had in the course of the hour not attacked the Government, but had offered suggestions. He reminded the hon. gentleman that it was but three years since the Government had been in power, and the Premier had promised that every child should have a good education from a good teacher. This was an agricultural country, said Mr. McGarry, and not a manufacturing country. At the present time a lecturer was going throughout the Province endeavoring to get the schools to adopt domestic science and manual training. Mr. McGarry then launched into the question of Provincial rights. The Federal authorities, he added, were endeavoring to take away the control of railways from Ontario incorporated under the laws of this Province. The Federal authorities