

# ONTARIO'S NEED OF CRAFT SCHOOLS

## Earnest Plea of Liberal Leader in Legislature.

### HOUSE FAILS TO ACT.

## Government Lags Behind Hon. Mr. MacKay's Lead.

**Hon. Col. Hendrie Intimates Some  
Action Next Year—Power Com-  
mission Amendment Act Lost on  
Party Division—The Fiat Still  
Stands—Toronto's Bill Goes  
Through—Legislature to Wind Up  
Business To-day.**

"Let us analyze our system of education. We are generous to the high school and collegiate student; we do not withhold our hand to the normal and model school pupil; we are liberal to the university scholar; we extend practical encouragement to those who are in attendance at the Agricultural College. All this is well. But what about the lad whom chill penury sends to the workshop at an early age? We don't spend a dollar on him.

"Let us be frank and honest with ourselves. Our educational system is poorly balanced. It is a matter of vital importance that this should be remedied. It touches not alone the industrial problem; in the larger sense it affects the ethical side. The State cannot afford to drop these boys. The need of the day is something for the child of the wage-working class.

### A Provincial Opportunity.

"This is not a political matter. It is Provincial. Neither the old Government nor the present Government have evolved any adequate solution of the problem which confronts us. We mean well enough, but we lack intelligent direction. It is high time to do something."

With these words Hon. A. G. MacKay closed an earnest appeal to the Legislature yesterday for a prompt and effective Provincial grappling with the problem of technical training for the sons of the artisans of Ontario. The Liberal leader submitted a resolution urging the Province to unite with the municipalities in the establishment of craft or trade schools in the cities and towns to supplement the practical training of the workshop, and effect an arrangement as to the basis of their support among the Province, the municipalities and the interested manufacturers. He also urged the establishment in large industrial centres of technical high schools, towards the support of which the municipalities should be empowered to contribute.

### No Shifting of Responsibility.

It was, the Liberal leader forcefully pointed out, no adequate apology for lethargic inaction on the part of the Province to submit that the Dominion was going to "do something." The Dominion, he had no doubt, would do its part, but the Federal Government was careful to observe the limits

of its jurisdiction. Education belonged exclusively to the Province. The Federal Minister of Labor was sending out a commission for the purpose of gathering information. It was true that efficient and effective industrial education would enhance the trade and commerce of the Dominion, and to this end it was to be expected that co-operation would be extended. But the responsibility and the opportunity were with the Province. He urged the Legislature to be up and doing.

### To Make Haste Slowly.

But the Government adhered to its policy of procrastination. Hon. J. S. Hendrie, who spoke in its behalf, frankly agreed that the matter was one of great importance, but deemed it better to "go easy." In support of the policy of inaction he advanced figures to show that an adoption of the Liberal leader's proposal would cost money, and opined that financially successful technical institutions must be privately endowed. Moreover, "the Dominion Government should realize its responsibility and assist," and the Province must "consider the geographical situation of its centres."

Nevertheless, the Minister signified that the Liberal leader's effort had not been entirely unavailing. "It is not unlikely," said he, "that next year the estimates will be largely increased as regards technical education." He submitted an amendment setting forth that the House appreciated the efforts already made by the Government towards technical education, and had confidence that on the publication of the report of the Federal Commission further steps would be taken. In the meantime, he submitted, delay was in the best interests of all concerned.

### Labor Joined Liberals.

The Government amendment carried on a straight party division of 65 to 18. Mr. Allan Studholme, the Labor man, voting with the Opposition. Messrs. Tudhope and Machin were paired.

In opening, Hon. Mr. MacKay pointed out that what he sought at the present time was technical training which would supplement the workshop. He gave a brief but comprehensive review of the origin and development of this important educational advance. The first technical institute in Germany was established at Carlsruhe in 1825, another at Munich in 1827, another at Dresden in 1828, and still another at Stuttgart in 1832. To-day Germany had the most complex and thorough system of industrial training known to the civilized world.

After the public school course was completed the lad selected his occupation and proceeded with his industrial training. There were 2,200 industrial continuation schools in Germany attended by over 325,000 pupils. There were 524 specialized trade schools in mechanics, mining, architecture and construction, metallurgy, textiles, wood-carving, industrial art and design, ocean and freshwater navigation, and shipbuilding.

### Some Striking Comparisons.

Proceeding, Hon. Mr. MacKay pointed out that in the principality of Wurtemberg, with a less population than Ontario and a far smaller area, there were one university, one technical school, one textile school, one mechanical school, one building trades school, three weaving schools, 231 industrial improvement schools, and eighteen domestic schools for women.

In the United States the training was sub-divided into three classes: the trade schools, the technical schools, and the schools of industrial drawing and design. Each was doing its own share in the training of efficient artisans.

The British system was, however, in the view of the Liberal leader, best adapted to Ontario. Practically nothing was done as to industrial training in the old land until the early nineties. The British Government in 1892 appointed a commission to investigate with admirable results, and in many cases British employers had offered bonuses to their workmen to take a course in the technical institutes established. In Great Britain the evening technical school was the prevailing feature of the training.

### What of Ontario?

"Where are we in Ontario?" queried Hon. Mr. MacKay. Nova Scotia

was in the van of Canadian Provinces, with not less than 21 technical schools, while Prince Edward Island and New Brunswick had both made a start. Quebec had already secured eleven schools of arts and manufactures. In Ontario there were technical high schools at Toronto and Hamilton, and manual training in many of the collegiate institutes. Some far excelled others, and it was worthy of note that Principal Forsythe of Berlin had strongly advocated that the work carried on there in the day time be so arranged that in the evening it would be open to classes of students composed of young mechanics who might supplement the day's work by their evening training.

"Where, then," asked the Liberal leader, "does Ontario stand with reference to technical education, as compared with other Provinces and States, as compared with the principality of Wurtemberg in Germany?"

### System an Absolute Blank.

"Doubtless our public schools compare favorably with theirs. There is manual training in our schools, as in theirs. As to the more advanced training we compare moderately well. True, we have not as many trade schools, nor do I argue for them, although we have the Agricultural Colleges and lectures in certain high school districts, dairy schools and mining schools. In advanced technical work our School of Practical Science is doing splendid work, but the all-important question is, what have we as compared with their 231 industrial improved schools where a great deal of the work is done in the evenings? Our system in this respect is an absolute blank at the very point where it ought to be strong."

Referring to the report of the Industrial Committee of the American Federation of Labor, Hon. Mr. MacKay quoted: "The one trouble in America to-day is that too many of our youths who have graduated from the grammar or high schools are misfits industrially. If we are to secure industrial supremacy—or even maintain our present standards in the industrial world—we must in some way, in our educational system, acquire an equivalent to our old apprenticeship system."

### The Work of Trade Schools.

Trade schools, said the Liberal leader, were really apprenticeship schools. They made of the pupil a skilled workman in a particular trade. The instruction was, accordingly, confined chiefly—almost entirely—to the workshop. "The sole or primary aim of the trade school," said he, "is to give the pupil a thorough, practical knowledge of some handicraft. The school is supplementary to the work at the trade."

In concluding, Hon. Mr. MacKay emphasized his contention that the present educational system was not well balanced by quoting the Provincial returns for the past year. To the 453,221 public and separate school pupils in Ontario the Province devoted an amount equivalent to \$1.38 per pupil; to the 31,912 high school students the average was \$4.66 per pupil; to the 1,438 normal school students the average to each was \$112.43; and to the 3,950 university students the average to each was \$126.36.

"But what for the 50,000 lads who leave our schools each year to enter the workshop?" was Hon. Mr. MacKay's pertinent question. "Not one cent," was his response.

### The Plea of Labor.

Mr. Allan Studholme took up the cudgels of the wage-earner. It was true neither he nor his son had had a square deal. If the men who had made millions in Hamilton were just to the workmen the city would not have to come to the Government for money for technical education. There was no need to appeal to the Dominion, for the matter was one of Provincial concern. Mr. Studholme urged special consideration for the Hamilton Technical School.

### The Government Position.

Hon. J. S. Hendrie, in submitting the Government amendment, said, the Provincial grants to technical education had increased from \$25,000 in 1905 to \$40,000 last year. Dr. Seath had been sent to Europe to study the whole situation. New manual training centres were being added each year. The Government was alive to the requirements and the cause was making progress.

Technical training was expensive. In