

demonstrate the work taught at evening school, would greatly improve and arouse the interest of the people in these schools. Personally work such as this among the men would also be of great advantage in advertising the schools. He knew nothing of manual training in the common schools.

To Mr. Armstrong. He had seen many changes and promotions at the mines, and a great deal was due to the effects of technical education received by the men. More of the young men are taking up the technical classes. As a rule the young men here are a reading class, and many study at home.

To Mr. Murray. He was firmly of the opinion that a technical school education enabled the miner to do his work more skilfully. The men work from 8 to 10 hours a day. There was no limit placed upon the earnings of contract men, but they usually work harder during the day, but not necessarily longer hours.

The evidence of D. H. McDougall, assistant general manager, was interesting. He said that there was about 8,200 men employed at the collieries of his company at present, including the men underground, on the surface, railway and piers. All the officials, superintendents, managers, underground managers and overmen, were practical men to his knowledge, and fully qualified by technical training. He stated that he had left school when he was 14 years of age, after which he attended night mining school, working by day. He had also taken courses in the Scranton schools. He started work as a laborer at the mines, later he was employed as a surveyor in the mine, then he was advanced to surface civil engineer in charge of the construction, then chief engineer, and then manager of the iron mines, and at present was assistant manager. He said it was a decided advantage to have the educational work go on with practical knowledge and it was easier to manage a business with educated men. He suggested that the schools should be extended, and other branches added, and also that technical schools be established in Glace Bay, Dominion, North Sydney and Sydney. The classes could be made more interesting by equipping them with apparatus, as it is much easier to keep men interested who are there is machinery, which they handle while at their daily work. There is great advantage to the student in coming in contact with the teacher. While pursuing his technical studies, he had found it no hardship to attend night school six nights a week. (Here Dr. Robertson remarked that he did not appear to have suffered in mind or health from his study.) He saw no reason why men should not attend lectures in connection with technical education, and it would be an advantage from every standpoint to have evening schools. An educated man had a better idea of the dangers of mining, and could provide against them while at his work in the mine.

Replying to Mr. Simpson he said he had visited the technical station at Pittsburg, and said it would be of great advantage to have such a station here. He would recommend that a central technical school be established at Halifax.

Norman McKenzie, superintendent, district No. 2, said that there were about 2,000 men employed in his district. He had experience as a workman and taught in the evening school. The subjects taught were methods of work, ventilation, mechanics, Mines Regulation Act, and survey. They had no regular text books. The Scranton books were used. Instruction

followed the general plan of work. Night classes have been going on here for about 25 years. He did not think there was sufficient equipment in schools to demonstrate. He believed the miners work was made safer by reason of education imparted by evening schools. Replying to Mr. Forsyth he said the average time spent in the evening school courses was three years, and the average attendance in one room was about fifteen.

Alex McDonald, supt. of district No. 3, stated that he had about 1,300 men under his supervision. He had worked up from a driver in the mine. He went to night school 1886, where an ordinary education and special subjects on mining was taught. There were six in the class room at Port Morien, the others are holding good positions in Glace Bay. Attendance at evening classes would do young men no injury. Was in favor of continuance of technical schools.

Alexander McEachern, supt. district No. 1, was the next witness. He stated that there was about 2,400 men under his supervision. He had worked at everything in the mine. Had worked by day and attended evening school. Started going to night school when he was 20 and had taken a full mining course, and was at present taking an English course. He felt better qualified to do his work as a result of the evening schools. The technical education was a protection to the company as well as the men. The man who goes home from work in the evening, and does not wash and go out, is not as fresh for work next day. Did not think there were technical mining schools in the States.

Fergus Byrne, miner was the next witness. He was in favor of night schools for miners and boys. Workmen did not take much interest in planting or gardening. (Dr. Robertson said he was prepared to give a gold medal for the finest miner's garden for the year 1911, to which Mr. Byrne, replied that he would buy a house, get married and settle down and compete for the prize.

## **- Rubs by Rambler.**

Gush these days is as plentiful as microbes. It is all very well to say nice things of a man so long as the sayings do not come in conflict with the truth. Speaking of the mining schools a Cape Breton paper says that to Professor Sexton is due much credit for the success of these schools. This is a compliment but at the expense of truth. It is a statement not historically correct. Professor Sexton may have within the past two years introduced a new feature or two, which did not need 'educationalists' to introduce, but could easily have been introduced years ago, if only the needful had been forthcoming. The mining schools were not only a success but a success without qualification or reservation years before Professor Sexton's appointment. No word can be spoken against the learned professor but it is not at all fair that he should get the credit which rightly falls to another or others. The broad principles governing these schools when established stands to-day. There may have been minor improvements, but not one of a radical nature. The