

increase the general capacity and efficiency of the community. Automatic machinery seems to be the one hope for increasing the output, with decreased cost of production, considered so essential now by the manufacturer. Yet, there is a great field for increased production beyond the possibility of automatic machinery, and this is in the employee, as an active and satisfied producer, to whom comparatively little attention is being paid in the vision of increased production. Expert knowledge as well as active personal interest is essential, as we all get enjoyment from our daily work, apparently, in proportion to our skill in that work, which means comparatively large results with comparatively small tiresome effort.

An employee is brought into the plant for a particular piece of work. If such a one has had previous special training, or is of exceptional ability and capacity, the employee may be fitted for the work on trial, and paid accordingly. But, unless there has been special training, or there is exceptional ability, that employee may be reported as not equal to the task and the trial of another made. The patience of the teacher is lacking in the average manufacturing plant, as well as insight on the part of the employer in this special problem. It is almost an unexplored field of research. It seems that there is a great opportunity in Vocational Training, both within and without the plant, for new employees, as well as the older employees, to be given the benefit of special training for the particular classes of work that fit any particular industry. It is an evident principle of industry that the plant that can produce more goods

of the same or better quality than a competitor, by more efficient management, and with more efficient workers, can stay in business, and recompense its employees in proportion to such efficiency.

The results of Vocational Training in the plant can apparently have a great effect upon the direct results produced by that plant, in so far as its future growth and prosperity are concerned, if not even its existence. A trained worker is an investment, an untrained one is not.

This opportunity and problem bring in, of course, the question of the necessary vision, natural ability, patience and judgment required of the successful teacher, not only to impart knowledge, but to glorify that knowledge into individual initiative (what might be termed "installation of a self-starter"). Such interest and enthusiasm, once started, grows with rapidity, and transforms latent ability to power and greatness. For those with these necessary qualifications there are positions of greater responsibility available, whereas the inducement to remain as teachers is a crushing one. Teachers must be looked upon as an investment, whose results are cumulative rather than direct, and in this respect different from many or most lines of endeavour. High-priced teachers, as high-priced managers of industries, are not extravagances, but are the greatest asset to the country and to industry. Some successful teachers are now the leaders of the land, and one wonders if the fact of their having been successful teachers, does not in itself show sufficient capacity and ability to command such positions and the respect of the country.

#### THE DEMAND FOR VOCATIONAL EDUCATION.

(NOTE.—Mr. A. W. Covey has been representing the International Correspondence Schools in New Brunswick for 12 years. This time has been spent in personally discovering and seeking to meet the educational needs of our industrial and other workers.

The following letter is very significant.—Ed.)

To The Educational Review,  
Fredericton, N. B.:

In reply to your enquiry as to the demand, etc., for Technical Education in New Brunswick, I may say that during the present year our schools have received inquiries from 2,800 people of the Province for help in this connection.

Of these approximately one thousand individuals have enrolled for courses. On an average these courses have cost our students about \$100 each. Over 500 examinations have been written by our correspondence school pupils in the past two months. This would seem

to indicate a very active demand for Technical Education and Vocational Training.

The business done by the International Correspondence Schools in N. B. during the past 10 years shows that this demand has increased more than 500 per cent.

The courses we have sold include the following:

1. General subjects, Arithmetic, Spelling, Penmanship, and English Grammar.
2. Machine Shop courses and Machine Drafting.
3. Electrical Lighting and Power.
4. Automobile Work.
5. Poultry Farming.
6. Commercial Courses, Salesmanship, Book-keeping, Stenography, Accountancy and Advertising.

A surprising feature is that fully 20 per cent. of the courses sold have been in general education subjects. We are unable to do business with many of those applying for help, because they cannot read and write. It is impossible for illiterates to take correspondence courses. The greatest difficulty we meet in "carrying on" is