

### The Royal Commission on Industrial Training and Technical Education.

By far the greatest event in the educational record of Canada for the year is the publication of the Commission on industrial training and technical education. This Commission was appointed in June 1910, and consisted of the following gentlemen: James W. Robertson, C.M.G., LL.D., *chairman*; Hon. John N. Armstrong, of North Sydney, N. S.; George Bryce, Esq., LL.D., F.R.C.S., of Winnipeg; M. Gaspard de Serres, Montreal; Gilbert M. Murray, Esq., B.A., Toronto; David Forsyth, Esq., M.A., Berlin, Ontario; James Simpson, Esq., Toronto. The work of the commission was to enquire into the needs and present equipment of the Dominion as regards technical education, and into systems of such education in use in other countries.

This appointment by the Federal authorities was heartily approved by the Governments of the respective provinces. The matter of technical training is of such importance to the trade and commerce of the whole country, that it was recognized as a question for national, rather than sectional, investigation and study.

An interim report was submitted by the Commission in 1911, and in 1913 the full results of their labours appeared in four volumes, containing probably the best exposition of the subject in the English language. Parts one and two of the report appear in Volume I. Part one contains the opinions and recommendations of the Commission, and the other parts are devoted to detailed statements of the information upon which these opinions are based. Part III fills two volumes, and contains full accounts of the systems and methods of industrial training and technical education in England, Scotland, Ireland, Denmark, France, Germany, Switzerland, and the United States. Part IV is an exhaustive inquiry into conditions affecting industrial education in Canada, and covers the educational systems in the respective provinces, the industries, resources, conditions of industrial workers, both men and women, and the special needs as regards industrial and technical training for the proper development of the country. To learn that in Canada alone, between 1500 and 1600 persons, men and women, teachers, business men, farmers, mechanics, in short, people in almost every walk of life, gave information and sug-

gestions to the Commission, is to get some idea of the labour involved and of the general value of the report.

The information as to technical and industrial schools in other countries, and of the needs and opportunities in our own, are full of interest, and offer material for profitable study, but the part of the report that was most eagerly looked for was that embodying the recommendations.

Some of these are: that in Elementary Schools the teaching of Drawing, Manual Training, Nature Study, Experimental Science and Pre-Vocational Work, should be provided for; that Secondary Vocational Education should be provided for those persons who are to follow industrial, agricultural, commercial and housekeeping pursuits; that the plans adopted should be such as to preserve provincial control, encourage local initiative and develop local responsibility, and at the same time ensure consideration of national interests, as well as of local points of view; that for elementary education the Dominion parliament should make a grant of not less than \$350,000 a year for ten years, and that this sum be divided among the Provinces in proportion to population, in amounts not exceeding seventy-five per cent of the sum, expended the year before by each Province in elementary education; that the sum of \$3,000,000 be granted annually for ten years by the Parliament of Canada and paid into a Dominion development fund, this also to be allotted in shares to each Province for development undertakings.

If space allowed, we should gladly quote at length from the report. We commend it to the thoughtful reading of all who are interested in education, and who desire that Canada should take an honourable place among other nations. It is very far from being a mere collection of dry facts and statistics. Human interest abounds on nearly every page, and the personal element is emphasized. Indeed the final word of the report is an admission of the inadequacy of organizations and "mere payments of money" to ensure the education of the present generation, without "the personal effort and service of parents and others."

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About forty-four thousand men and boys are employed as sailors on ships registered in Canada.