

House of Commons Debates

SECOND SESSION—ELEVENTH PARLIAMENT

SPEECH

OF

HON. W. L. MACKENZIE KING, M.P.,
(MINISTER OF LABOUR)

ON

TECHNICAL EDUCATION

OTTAWA, MONDAY, DECEMBER 6, 1909

Hon. MACKENZIE KING (Minister of Labour). Mr. Speaker, I feel that I am only voicing the opinion of every member of this House when I say that our thanks are due to the hon. member for South Wellington (Mr. Guthrie) for having brought this important subject to the attention of parliament and for the exceptionally able, forceful and comprehensive manner in which he introduced his resolution. I think, too, Sir, the House is to be congratulated on the very full discussion which has taken place on this resolution, to be congratulated because the subject is one which, no matter what view we may take as to the jurisdiction of this government or a provincial government to deal with it, cannot be viewed other than as one of great national concern. I should like to add a few words to what has already been said from that point of view, but before doing so I would like to refer to the remarks of the hon. member for Nanaimo (Mr. R. Smith) in reference to industrial accidents in the coal mines of

Nova Scotia and the coal mines of British Columbia.

The hon. member has drawn the attention of the House to the great difference in the number of accidents which have taken place in the mines of those two provinces, and I do not know that a more fortunate example could have been brought forth to illustrate the important part which technical education may play in the industrial development of a nation than the example the hon. gentleman has cited. During recess I took advantage of the opportunity to look up a table showing the number of fatal and serious accidents in the coal mines of Nova Scotia and British Columbia, and I find that in the last ten years in Nova Scotia 264 miners have been killed outright in the course of their employment, while in the province of British Columbia, 624 miners have been killed outright in the course of their employment. Reducing the figures to averages, the

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