

piece before they could become workmen? A.—No; I certainly think not; but I think if we want efficient and skilled workmen we must devise some means, either by giving thorough instruction in the workshop or in technical schools, to enable them to become proficient.

By Mr. FREED:—

Q.—If an employer was required to give a boy this instruction, to an apprentice, would he not claim that he was entitled to have him at lower wages? A.—He probably would, but I do not look to any large employer taking hold of the question of educating apprentices. He has a large establishment for the purpose of making money by manufacturing, not for the purpose of teaching a school and teaching apprentices.

By the CHAIRMAN:—

Q.—And he has the work in his establishment divided into departments? A.—Yes.

By Mr. HELBRONNER:—

Q.—Did you observe whether your pupils followed your lectures regularly or if they were often absent. A.—I find that they attend very regularly. There are numbers who come in every year from mere curiosity and who cease to attend after a week or so, but we have a very fair attendance considering that it is not obligatory to attend.

Q.—From what you have said must we conclude that the apprenticeship system is very bad for apprentices? A.—I think that the apprenticeship system is in a very bad state, not only in Montreal but throughout the country generally; that is that apprentices, as a rule, enter into the employment of their masters and serve their time, but that they don't receive the instruction which apprenticeship implies. In olden times apprenticeship was in a very different condition from what it is to-day. Before the invention of steam and water powers the apprentice lived with his master under his roof and the master himself was a workman, and he himself taught his apprentice how to become a skilled workman. As it is to-day, the master generally is not a workman, he is generally the one who looks after the management, financing and securing the orders and various things connected with the administration of the business. Consequently the apprentice, as a rule, has to pick up what knowledge he can rather than be instructed.

Q.—Do you not consider that such a system has a very bad effect on labor? A.—I certainly think that it has that effect. Workmen are turned out who are not thorough workmen in many branches. If a lad is attentive and anxious to attain all that he can he may become a good workman, but it is certainly not due to the trouble of his employer in teaching him.

Q.—Can you point out, without mentioning names, some instances where apprentices who attended your lectures, obtained for that reason, higher wages after their apprenticeship was over? A.—I know a number of cases where workmen who were pupils of our schools have obtained higher knowledge of their work and better wages.

Q.—In lithography, for instance? A.—I know of no special case there but I believe that such is the case.

Q.—Do you consider that a general system of technical schools would lead to the manufacturing in Canada of such articles that are now imported? A.—I certainly think it would have that effect. I think that a national system of technical education should be established, if such was possible.