

## GENERAL INTRODUCTION

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A few words by way of introduction. For a varying number of years the problem of Education for Industrial Purposes has engaged the attention of almost every country in Europe and almost every state of the Union, as well as of almost every province of our own Dominion. The present importance of the problem is the result of three main causes:

1. The rivalry amongst the nations for commercial supremacy;
2. The imperfect provision for training skilled workmen; and
3. The modern extension of the scope of education to include vocational as well as cultural training, administered and maintained wholly or largely at the public expense.

Of the foregoing causes the most potent is the keen rivalry amongst the nations for the control or at least a due share of the markets of the world—a rivalry which is continually being intensified by increasing facilities for communication and transportation. Of this rivalry the general desire for wealth is, of course, a leading cause. But there are others. The growth of their populations has forced some countries to supplement by importation their supply of food stuffs, and these they generally pay for with manufactured goods. Some of such countries have enough raw material for their own factories and for exportation. Others again, are forced to import it in varying amounts. Wherever, in particular, goods are manufactured for export, skilled labour is becoming more and more a necessity; for the markets are controlled by the countries "that produce the best and cheapest goods, and "a market once won must be kept by constant striving, for the prizes are 'challenge cups,' to be held against all comers."

Secondly, owing to changes in industrial organization, the old means of providing skilled labour has practically disappeared. Under the system of apprenticeship as it existed in the countries of Europe the master workman was both merchant and craftsman; he himself carried on all the operations of his trade. His apprentice, who in turn became a master workman, was both assistant and learner, and it was to the master's advantage to make his training as thorough and complete as possible. Later the journeyman appeared, but for a long time he marked only a stage in the development of the master workman, and did not interfere with the status of the apprentice. The situation, however, was different after the Industrial Revolution and the introduction of the capitalist. The shop of the master workman was then replaced by the modern factory, and the master workman himself by the financial director, the superintendent or foreman, and the merchant. Then, also, disappeared the provision for the systematic training of the apprentice; for it was not to the interest of the superintendent or foreman to give him such training. The place of the apprentice has, accordingly, been taken by the "helper," or "improver," or "junior," or the so-called "apprentice," who picks up his trade