

Training in handicrafts was introduced into the schools in the form of manual training for boys and domestic science for girls. The former was originally intended merely as a training in the use of tools, partly as a recreation and partly as a means whereby the boy could get some idea of his capacity as a mechanic. A form of this manual training was introduced into Ontario schools in 1883 and into the schools of Nova Scotia in 1891; in the latter province it was made compulsory for teachers in training in 1893. In the Prairie Provinces, manual training was introduced in the first decade of the present century.

The second decade of the century has, however, seen the most rapid development in technical and vocational education. Following upon the publication of Dr. Seath's report on Education for Industrial Purposes and the report of the Royal Commission of 1910 on Industrial Training and Technical Education, published in 1913, technical education has made rapid strides, partly due to the stimulus given to manufactures by the war. By 1915, manual training courses in Ontario had branched out into industrial, technical and art schools, and in that year a large technical school was opened in Toronto. The Kelvin and St. John's Technical Schools in Winnipeg date from 1911, and the great technical school in Montreal from the same year.

Aid Given by Dominion Government.—While educational administration is a matter for the provinces, the Dominion Government, realizing the national importance of vocational education, has supplemented the provincial funds available for these purposes. In 1913 the Agricultural Instruction Act was passed, distributing \$10,000,000 in 10 years among the provinces, for the advancement of agricultural education. In 1919 a similar sum was voted for technical education, to be divided within 10 years among the provinces, approximately in proportion to population, but so as not to exceed the sums expended by the provinces on technical education. These grants have been most effective in turning the attention of the provincial authorities toward vocational education, which is making great strides, especially in the eastern manufacturing provinces.

The number of students in institutions for technical education coming within the scope of the Technical Education Act of 1919 (9-10 Geo. V, c. 73) in the academic years ended June 30, was as follows:—1921, 56,744; 1922, 61,961; 1923, 70,300; 1924, 79,829; 1925, 88,024 (Table 10).

10.—Vocational Schools, Teachers and Pupils in Canada, year ended June 30, 1925.

Provinces.	Number of Municipalities Operating Schools.			Number of Teachers.				Pupils Enrolled.			
	Day.	Evening.	Total.	Day.	Evening.	Correspondence Dept.	Total.	Day.	Evening.	Correspondence Dept.	Total.
P. E. Island.....	1	1	2	16	1	—	17	141	30	—	171
Nova Scotia.....	1	28	29	17	171	21	209	180	3,444	528	4,152
New Brunswick.....	6	8	14	24	64	1	89	312	1,637	677	2,626
Quebec.....	9	20	29	106	233	—	339	1,742	6,983	—	8,765
Ontario.....	25	50	75	544	1,203	—	1,747	15,422	35,789	—	51,211
Manitoba.....	3	1	4	100	63	—	163	1,479	3,579	—	5,058
Saskatchewan.....	3	4	7	54	42	—	96	938	991	—	1,929
Alberta.....	3	9	12	70	75	4	149	1,500	2,430	238	4,468
British Columbia.....	14	35	49	128	221	2	349	2,123	7,386	195	9,704
Total.....	65	156	221	1,057	2,273	28	3,158	24,137	62,249	1,648	88,024

¹ The vocational schools of which the statistics are given in this table include only such schools, classes or courses as receive grants under the Dominion Technical Education Act. The enrolment of these, together with the enrolment of other schools doing technical work, but not receiving grants under the Act, is given in Table 1, item 2. Schools conducting both day and evening classes are included under both headings. Teachers engaged in both day and evening work are also shown twice. Enrolments are the maximum number reported during the year.