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# Programme of Vocational Training in the Printing Industry of Montreal

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of a corporative economy, united in cooperation by a spirit of brotherly love, and by the moral control of wages and prices. It is when everything is going wrong, sometimes, that Heaven gives man the energy to accomplish the acts that daily routine usually puts off until the morrow. It is perhaps the chance for some to become the apostles of the social Encyclicals realized in spirit and in truth and not used by interest and passion. « Undoubtedly the first and immediate apostles of the workingmen must themselves be workingmen, while the apostles of the industrial and commercial world should themselves be employers and merchants. » (Pius XI)

To someone who inquired recently:

« But, after all ! There must be some techniques which would permit solving definitely the

social problem ! Or, is social science not far enough advanced ? », the reply was given:

Pius XI has written: « Justice alone, even though most faithfully observed, can remove indeed the cause of social strife, but can never bring about a union of hearts and minds. Yet this union, binding men together, is the main principle of stability in all institutions, no matter how perfect they may seem, which aim at establishing social peace and promoting mutual aid. In its absence, as repeated experience proves, the wisest regulations come to nothing. » The techniques are indispensable. But what can we expect from techniques, where men hate each other. The use of the Christian principle of charity in management-labour relations could alone — but how many really believe this? — permit the establishment of a Christian social order.

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## PROGRAMME OF VOCATIONAL TRAINING IN THE PRINTING INDUSTRY OF MONTREAL

MARCEL FORGET

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The Apprenticeship Commission of the Printing Industry of Montreal considers that the only way of initiating its apprentices into their chosen trade is by a vocational training program which dispenses technical knowledge at the same time that it develops natural aptitudes by practical work. Which is why, in order to provide a solid foundation and so assure a competent labour force to the printing industry, it has selected for the apprentices under its jurisdiction theoretical and practical study courses which have been approved by the Council of Education.

### *A—Theoretical training and the Graphic Arts School*

Since the Apprenticeship Assistance Act asks the Apprenticeship Commissions to collaborate with the specialized schools, the Apprenticeship Commission has inquired into the best means of utilizing the services of the Graphic Arts School in the interests of the printing industry in general. It seemed to the Commission that this centre of specialized learning would constitute the best place where apprentices of one, two and three years standing could take courses in theoretical

instruction in their working-time and while being remunerated by their employers; and those of four, five and six years standing could take supplementary theoretical instruction at night, and thereby increase their professional value and their chances of promotion. That is why it concluded, the 16th of July 1948, with the Department of Youth and Social Welfare, which is directly over the Graphic Arts School, an agreement to the effect that its apprentices should have the opportunity of following at the School, under a system of rotation and at the rate of a day or a night per week according to the case, a program of theoretical studies arranged for their benefit in collaboration with the management of the School.

In the planning of the regulations the day courses in theory were made obligatory. These are aimed at completing and strengthening the practical training of the apprentice and accustoming him to using his intellectual faculties as he works. They include trade courses by means of demonstrations as well as general courses related to the needs of his work (English and French, applied mathematics, art training). The lessons should be well within the scope of the apprentice, but planned so as to give rise to a desire to learn and to

stimulate curiosity at the same time as they satisfy it. The night courses in theory, on the contrary, while also based on demonstrations, are optional and have no other aim but to permit the apprentice in his three last years to perfect himself and to qualify himself in the specialty for which he has the most aptitude and personal liking. They are, exclusively, courses in trade specialization.

The Department of Youth and Social Welfare, one of whose fundamental preoccupations is to equip for his working life the youth who chooses a career in industry, has often expressed its deep interests to the Apprenticeship Commission and has guaranteed its continuing co-operation in the vocational training plans.

#### *B—Practical training at the printing shop*

Thanks to an understanding with the Department of Youth and Social Welfare, the theoretical training then is given to the apprentices at the Graphic Arts School. As for the practical training, it is given them at their place of work following the program laid down by the Apprenticeship Commission. At the Graphic Arts School the techniques of the trade are explained to them by means of demonstration equipment; at the printing shop they are required to perform all the operations necessary to the mastery of the trade. The printing shop and the School, must work together to solve the problem of organizing the vocational training of the apprentices.

The Apprenticeship Commission does not ignore the fact that its program may present serious difficulties to certain establishments which have not always the necessary equipment to provide a complete practical training for the apprentice in the particular branch he has chosen. It feels that it cannot force the shops to procure all the equipment necessary to such a training. So it has prepared its program of practical work on a basis of recommendation and acknowledges formally that the employer can be held to it only as his equipment permits. The Commission, nevertheless, counts on the employer doing his best to facilitate the apprentice's access to a variety of typical jobs so as to avoid a too narrow specialization.

The program of practical work has been methodically arranged. The typography, pressmen and bookbinders' trades have been divided into a certain number of operations which produce three well defined schedules. As much as possible the apprentice should follow the whole schedule of operations proper to his particular trade in the course of the period of vocational training.

Vocational training, then, is given to the apprentice concurrently at the School and at the shop: at the school, under the responsibility of the instructor in charge of the courses; at the shop, under the responsibility of the advisor appointed by the employer. The Apprenticeship Commission, as we see, has visualized the problems of vocational training in the perspective of a complete vocational education. All the specialists called into consultation on this question have unanimously acknowledged the merits of this particular form of vocational training.

#### *Program of social training*

The Apprenticeship Commission, however, does not intend that the apprentices under its jurisdiction should be trained only in the art of doing their work well, they must also be instructed in the art of living their life well. Consequently, though it is important to give them a complete knowledge of the trade they have chosen, the Commission considers that it is no less important to teach them the essentials of the dignity of the human person, of the interrelations of person with person, and of person with group; as well as to instruct them in the exercise of their rights and the accomplishment of their duties. That is why the Apprenticeship Commission asked a specialist well-versed in social questions to prepare and deliver a course in civics, once the Council of Education had approved the plan and its contents. The Commission hopes to endow its apprentices with the ability to consider themselves as men and as members of the different societies—family, union, trade, national, etc. — in which their lives unfold.

#### *Incorporation of the regulations on vocational training in the decree relating to the printing trades*

In order to assure the apprentices of a training which would be worthwhile and methodical, the Apprenticeship Commission considered how the regulations it had elaborated can be applied with efficacy. Since the Apprenticeship Assistance Act does not provide any arrangement which would permit the Commission to insist on the observance of its rulings by apprentices as well as by employers (who often refuse to conform when they could easily do so), power was then given to the Apprenticeship Commission to call upon the Collective Agreement Act whose Section 9 stipulates that apprenticeship is one of the provisions of the collective labour agreements which can be the object of a decree. That is why the parties

to the collective labour agreement rendered obligatory to all the printing industry, have judged it opportune to ask the incorporation of the rulings on vocational training in the decree pertaining to the printing trades in order to give it the character of public order, and at the same time the force of law.

On the suggestion of the Minister of Labour the Lieutenant-Governor in Council sanctioned the regulations of the vocational training which the Apprenticeship Commission had drawn up and decreed by Order in Council No. 1310, August 12, 1947, that the decree concerning the printing trades should be amended for the purpose of incorporating them.

#### *Methods of controlling the progress of apprentices*

In order to follow efficiently the progress of the apprentice the Apprenticeship Commission has perfected four means of control, i.e., a booklet for the apprentice, a report form for the advisor at the shop, a report form for the instructor at the School and finally a master control card for the Apprenticeship Commission.

The booklet for the apprentice is his property. It should remain at the shop where he works out his apprenticeship, if possible in the office of the advisor who has the responsibility for his training. At the end of each day, the apprentice should faithfully enter the number of hours spent on each operation under the corresponding number; indicate the total hours worked on the different operations in the column provided for the total of each day, and ask his advisor to initial the entries he has made.

At the end of the month the apprentice should total the number of hours worked on each operation also the number worked on all the operations. He should then return his booklet to the advisor so the latter can judge the different aspects of his professional behaviour.

To permit the advisor to form a considered opinion according to well-defined standards, a plan has been worked out which establishes the factors he should take into consideration (aptitude, quality of work, quantity of work, attitude), as well as the different degrees of appreciation he can give to each factor (excellent, very good, good, fair, poor).

At the end of each month the advisor should make a report in triplicate on the apprentices confided to his supervision. To do this he has only to fill out the form provided for the purpose, giving the information furnished by the booklets of

the apprentices whether it be the number of hours worked on each operation, the sum of the hours worked on the total operations or the figures reflecting his opinions of this work. After which the advisor sends one copy of this report to the Apprenticeship Commission, delivers one to the employer and keeps one for his own records.

The instructor for his part, should also at the end of each day fill out a report for the Apprenticeship Commission. This report should present a summary of the lectures given and should furnish information on the assiduity of the apprentice. It should also furnish information on the discipline of the apprentice as well as his aptitude and his eagerness in assimilating the knowledge furnished him. In fact, it should contain any information of a nature permitting the Apprenticeship Commission to help or stimulate the apprentice to profit from the theoretical instruction received at the School.

The information furnished to the Apprenticeship Commission in the reports of the advisor and the instructor is transferred in full to the master control card of the apprentice. Thus we see how the four means of control are arranged to permit of following the progress of the apprentice. On the one hand the booklet for the apprentice, the report form for the advisor, and the master index card for the Commission; on the other hand, the report form for the instructor and the master index card for the Commission.

The master index card held by the Apprenticeship Commission is a cumulative register designed to assemble and co-ordinate on one form all the information regarding the apprentice. The information constituting the material on this card is of different kinds. It covers the following subjects : — identification, educational back-ground, medical examination, the personal interview, the psycho-technical tests, the practical vocational training at the shop and the theoretical training at the School.

With the aid of this complete information assembled in a concise and practical fashion it is easy to determine the status of the apprentice, to have an idea of his standing and to form a clear opinion on his professional value.

#### *Conclusion*

Vocational training in the printing trades is then methodically organized and will be closely controlled. The printing industry in general as well as the employers and apprentices in particular, cannot but benefit from the vocational training

system which the Apprenticeship Commission has built up.

It will not need many years under such a system of vocational training for the labour market of the printing trades to be reorganized so as to provide an adequate supply of competent workers to meet demand for qualified labour. As well as furnishing the qualified workers which it lacks at the moment, this system of vocational training will raise the general level of the technical competence of its labour.

The employers will less and less have to depend upon a semi-skilled man-power paid at the rate of skilled labour. Besides, the volume as well as the quality of the production will increase. And this better return from labour, this increase and this improvement in the production capacity of the labour involved will be translated into a greater net value of production for the employers.

The apprentices will acquire an all-round training in the trade they have chosen. At the end of their six years of vocational training they

will be in possession of priceless capital — a trade mastered in all its essential operations. This knowledge and this experience will guarantee them continuous employment and an income stable as well as substantial. It is a fact of daily experience that the possession of a tested trade procures an economic well-being and a superior level of life as well as justified pride, and the knowledge of one's own value.

Certainly, the putting into effect of this system of vocational training is not an easy thing. But, if the Graphic Arts School and the printing establishments respectively, assume the responsibilities delegated to them in matters of vocational training, if they apply themselves in all loyalty to compete in their proper sphere in the training of their apprentices, then the Apprenticeship Commission, coordinating the efforts of these two centres of instruction, will attain its objective which is to endow the printing industry with a more competent reserve of man-power.

## ANNUAL VACATION WITH PAY ENACTED BY DECREES

### *Collective Agreement Act*

CHARLES BÉLANGER

The regulations of public order concerning annual vacations with pay in the Province of Quebec come from the decrees in force under the Collective Agreement Act or Ordinance No. 3 (Revised) of the Minimum Wage Commission.

The *Bulletin des Relations Industrielles* has already shown the general scope and circumstances concerning the application of Ordinance No. 3,<sup>1</sup> which covers in a residual fashion the employees of industrial and commercial establishments not governed by the decrees or those not subject to collective labour agreements calling for at least one week's annual paid vacation.

It is understood that these decrees apply to more than two hundred thousand employees of industry, trade and various occupations in this Province and establish a system better adapted to their needs, because we find as the basis of the decrees a collective labour agreement.<sup>2</sup> But to

what extent do the decrees profit those interested and how do they agree with Ordinance No. 3 as far as annual vacation with pay is concerned? We believe that the importance of these regulations must not be overlooked by all those who are interested in a harmonious settlement of industrial relations. This is what we shall briefly attempt to set forth.

In order to do this we shall examine the decrees in force on December 31, 1948 and we shall group them by their principal occupation. We note that at that time there were ninety-six decrees in force, i.e. one in Mining, thirty-six in Manufacturing, fourteen in Construction, seven in Transportation, seventeen in Trade and twenty-one in Services.

An examination of these decrees reveals that seventy-seven of them contain provision for at least one week of annual paid vacation which is the equivalent of Ordinance No. 3. They may be classified as follows: Mining: 1; Manufacturing: 35; Construction: 5, of which three are for permanent employees in maintenance; Transporta-

(1) *Bulletin des Relations Industrielles*, Vol. 3, No. 10, June 1948, P. 149.

(2) *Ministère du Travail* de la Province de Québec, *Rapport général du Ministère du Travail*, 1948, p. 125.