

was for some time a School Inspector in South Africa), was deputed by Robert Morant, the head of the Enquiries Department, to forward my report in every way possible. I had also the benefit of the advice of Mr. M. Sadler, Professor of the History and Organization of Education in Manchester University, and a recognized authority on the subject of elementary technical education. In London I received all the assistance I needed from officers of the London County Council, in Manchester from Director Reynolds and in Liverpool from Director Legge. In Paris I received information and direction from M. Bedourez, Director of Elementary Education for the Department of the Seine, and in Switzerland from Professor Fritsch, of the Pestalozzianum, Zurich, who is both a leading educationist and a member of the Federal Parliament. For an account of the educational system in Bavaria and the German Empire, both during my visit and by subsequent correspondence, I must acknowledge my indebtedness to Dr. Kerschensteiner, Superintendent of Education of the City of Munich. From Professor Borchers, of the "Technical High School" at Aix-la-Chapelle, who had been deputed by the Prussian Minister of Trade and Industry to assist me in my inquiries, I obtained a knowledge of the system in the German Empire, as well as in Prussia.

On the Continent of Europe it is not easy to obtain entrance to technical schools. But the schools of the United States are freely open to the visit of an educationist. State officials, superintendents, and principals and staffs place their services at his disposal. In that country I visited the industrial and technical schools of Milwaukee, New York City, Springfield (Mass.), Worcester, Fitchburg, and Boston. Everywhere I received most courteous and friendly treatment.

I have also pleasure in acknowledging the assistance I received from Inspector Leake, of your department, in preparing my survey of the present provision for technical education in this Province.

In accordance with your instructions, I now submit for your consideration an account of the provisions for elementary technical education in the various communities I visited; and, to make my account more readily understood by the general public, I have, where practicable, substituted the nearest Ontario equivalents for foreign terms. In gathering material I kept in mind the importance of the following topics:—

1. The evolution of the systems of technical education in the countries visited;
2. The relation of the schools to the central governments and the municipalities;
3. The sources of financial support;
4. The attitude of employers and workmen;
5. The composition and powers of the boards of management;
6. The qualifications of the teachers and the provision for training them

and