

It will be redeemed by education, redeemed in the abilities and good will of its people, the bodies of the men and women and the chances of its children. That is an instance of what we have found abroad.

THE ARRANGEMENT OF THE INFORMATION

Then we were to compile the information obtained. The Report is in four parts. Parts I and II are bound in one volume and contain the Commission's opinions and recommendations. These will be discussed more fully later. Part III contains the story of what we found abroad, dealt with by countries. For example, take Germany. We first of all try and make clear the system or systems of general education in Germany; then how that general education is related to the industrial and technical, the agricultural and homemaking occupations. Then we take types of the industrial and technical classes and schools for all classes of vocations—building trades, metal trades, woodworking trades, clothing trades, textile trades, etc., etc. Then we survey as clearly as we can how that system of education is managed, who control it, who direct it and who support it. Then we indicate what kind of teachers they have to carry on the work of the classes, and what are the courses of study as to the subjects and time given to each. That is done for Germany and for every other country in a similar manner. We think that will be a distinct service and contribution to the teachers of Canada. We hope it will help them to do their work with better heart and more opportunity. Part IV. contains the story of what we found in Canada.

The Report, as a whole, was framed on this plan. We were to gather information that would be available to the people. Now, if we had framed the Report upon the supposition that the Dominion must provide all the money for the extension of industrial training and technical education, and if the Dominion had refused or declined to provide the money, or had thought it wise for any reason not to participate in such a policy, then the Report would be of little value. The Report was framed to furnish information and guidance for any seeking knowledge in all the Provinces. Further than that, it was framed so that any Province that wanted to help any community within its borders, or to do this work itself, could go ahead and do the work guided by such