

Conservation and Technical Education

cities and towns, for men who have learned their trade, to fit them for advancement and promotion.

We need intimate correlations between those who manage industries and factories, the men most skilled in their trades, and the managers of the schools and classes where workers are trained.

We need some enlargement and improvements of the means whereby farmers' children may learn the elements of the scientific principles which underlie rural occupations such as the growing of crops, the feeding of live stock, the fighting of weeds, insects and plant diseases, and the maintenance of fertility and beauty. And we need the same in more advanced forms suited to the farmers themselves.

We need instruction—the means and opportunity for instruction—of a similar character suited to the lives and occupations of the fisherfolk.

We need training for women and girls to give them clear concepts of the sanitary conditions which make for the safety, comfort and economy of the home; correct ideas of economical ways of providing food and garments and of using fuels; and some practice in domestic art that will further enable them to reveal and enjoy their love of the beautiful by making beautiful things for the house.

These are some of the needs of which we have learned from testimony in Canada. We will soon go abroad and learn what other peoples have developed or adopted in systems or methods of industrial training and technical education that help to make their people fit for their