

and 561,865 pupils. These were divided as follows: public schools, 6,103; teachers, 11,273; pupils, 457,616. Separate schools, 548; teachers, 1,488; pupils, 70,041. Continuation schools, 137; teachers, 241; pupils, 5,104. High schools and collegiate institutes, 162; teachers, 1,051; pupils, 29,000.

The next great step forward in connection with the educational system of the Province, the speaker said, would be the step for the differentiation of specialist and varied secondary schools, so as to have a course that will fit the boys and girls between fourteen and eighteen years of age for their life work.

Five Different Methods.

There are five ways in which educational problems are to be dealt with by the Legislature. The first of these was the practical method of legislation. However, there was no need for much more legislation. While some people seemed to think that a whole new educational bill was necessary, that was not the case. Many of the features in the famous Fisher Bill in Great Britain were already in the Ontario laws. What is needed to develop the existing machinery in the department. However, there was a certain amount of legislation needed, and he mentioned particularly the Consolidated School Act. He foreshadowed, too, a bill which he will bring down to improve the Adolescent School Age Act. There will also be a bill affecting the Public Libraries and public life. Further there will be a bill dealing with some amendments to the Public Schools Act.

The Minister said that the second problem in improving education to be dealt with by the House was that of finances. He believed all of the educational problems could be solved by the expenditure of money. In 1912 there had been \$1,900,000 spent on primary and secondary education, and this year there would be spent over \$3,000,000 for the same purpose.

The third problem to improve the education was by regulations. However, he did not want the House to think he was "a worshipper of regulations for themselves." "I believe regulations are made for the sake of teachers and pupils, and that teachers and pupils were not created and trained for the express purpose of obeying regulations," said the Minister of Education. "I do not want inspectors or teachers to feel that they are the slaves of the letter, and through being the slaves of the letter that they kill the spirit. I want them to feel that the textbooks and regulations are instruments and not masters. Surely they ought to use and not abuse these regulations that are for their help and guidance." It was the duty of the inspectors in the first instance to assist the teachers. It was only a secondary duty to compile reports. "I can promise that we shall not be the slaves of the system and that we shall not be killed by the regulations," declared Dr. Cody.

The Minister said the fourth method of improving education was by the method of utilizing textbooks, and the last was by the method of administration. But with regard to the former the teachers should recognize that they were only instruments and not a lesson. He had visited many parts of the Province, and he hoped to prove to the people that the department was not a soulless machine; instead he wanted them to feel there was some personality in it.

Increases in Salaries.

Discussing salaries, the speaker said they had greatly increased in the last ten years, the percentage being 91 per cent. In connection with the salary increases there was also a steady increase in the number of teachers holding higher class certificates. Dr. Cody said that it was the intention to give a great deal more attention to practical teaching in the normal schools. They will be given a short course of training in the proper use of a school library. Added attention will be given to instruction in social and household life, by permitting the household science instructors to give this instruction, by lessening the amount of the duties of the latter.

It was the intention to separate the Department of Teacher Training from the Department of Technical

and Industrial Education. The work was so great that Dr. Merchant would confine his duties solely to the development of technical and industrial education. He explained the proposed course for soldiers, and said that it was hoped to be able to remove the academic defects.

Training Inspectors.

Referring to the choosing of inspectors, Dr. Cody said it would be necessary to give some special training to them before they start their work. The Minister dwelt at some length on proposed revisions to the courses of study. It was proposed to make grammar and composition a combination in the elementary school course. There had been too much physical and scientific geography in the elementary classes, and this will be corrected. Inspectors and teachers were now considering improving on the arithmetic course. He had never hoped when a boy that the day would come when he could strike a blow against "undue burdening of unnecessary arithmetic."

While relieving the course in the elementary schools there would be nothing to prevent advanced work being taken up in the advanced schools. Thus there would be more time for an adequate grounding in reading, writing, spelling, ciphering, geography, history and those optional subjects sometimes referred to as fads—household science and domestic science—which link up the theoretical education with later life. He hoped that the teachers would be provided with better manuals in spelling, as well as in the other courses.

Discussing the matter of home work, Dr. Cody said he didn't think it could be done away with throughout the whole system. Everybody should seek as far as possible to keep it down. By the changes referred to above he hoped the department would be able to relieve the situation to some extent.

Dr. Cody next turned his attention to examinations. It was possible, he said, for a boy or girl to go right through the public and high schools without having to write upon a single examination prescribed by the department. The only examination prescribed in the high schools was that for those qualifying themselves to be teacher.

The department did not prescribe all the promotion examinations in the schools. "We don't even encourage them," he said. Examinations remained as a sort of necessary evil. As far as possible they would be removed. While he did not profess to know how far education could be taught in the schools, he knew it could be caught from a teacher. The department was not losing sight of the patriotic ideals that should be kept before the boys and girls. A book of the best war poems would be issued shortly that could be of practical use in the schools.

Must Revise Text-books.

Many contracts for text-books had run out. The time had come for the revision of many of the books, and the matter was being actively taken into consideration at the present time. He then turned his attention to some of the criticism voiced recently of the high cost of text-books. Dr. Cody declared that in the high schools and collegiates in 1898 there were 22 books, the total cost of which was \$14.60. In 1918 the number of books was 24 and the total cost \$11.48. In the public schools in 1898 13 books were used at a cost of \$3.37, and in 1918 15 books were used at a cost of \$2.77. However, in view of the higher cost of production he would not promise the prices would not be higher in future. The reason for the discrepancies in figures which he presented and those presented by critics was that he dealt only with the authorized books, and not with those recommended for school libraries or for use by the teachers.

Referring to the subject of industrial and technical education, the Minister said that plans must be made for specialized secondary and agricultural schools and specialized commercial and technical schools. Several cities had built schools after conferring with the department. The latter did not regulate these schools at all. In future it would be the Dominion, Provincial and Municipal Governments that would