

# Hon. Dr. Cody, Ontario's New Minister of Education, Outlines His Plans

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appliances. We should aim to inform and arouse the people on educational matters so that when the time seems ripe for any advanced measures they can be properly projected and successfully carried through."

"No doubt you will find the people ready to hear you," I remarked, "for there is a great desire in many directions for information on various phases of education."

"Yes, no doubt. Already, though I have not been in office three weeks I have received literally hundreds of different suggestions for the improvement of our educational system and outlines of educational reconstruction. I venture to say that practically the whole community is prepared to tell the officials of the Department of Education how they ought to run the educational machine of the Province," he added, with a smile. "But there is a reason for that, and it is not a discreditable one. It is because education touches every one of us. Into almost every home the boy or the girl comes with a tale of weal or woe from school, so that education reaches and affects every nook and corner of our country. It is therefore natural and right that everybody should have an opinion on what is of such vital importance, and should be moved to express that opinion."

"What will be your attitude toward criticisms and suggestions?" I asked.

"I am not a czar," replied the Minister; "I am not omniscient; and," (with a smile) "honestly, I don't think that the officials of the Department really believe that they are omniscient, or do not wish to receive helpful and suggestive and constructive criticism. Indeed, I might paraphrase the words of Holy Scripture and say, 'If any one has a psalm, or a word of exhortation, or a helpful suggestion, let him rise up in meeting and give it to us, and we shall welcome it.' The Department of Education is not a Government Department alone; it is the Department of the whole people; it touches us all; and on the policy and management of the Department, of course, will tremendously depend the progress of our Province and of our Dominion. What is done in Ontario powerfully affects all the other provinces in Canada. So far as Canada at large is concerned, the public school system may be said to have come from this Province. All over our growing and wonderfully buoyant provinces in the west you find people who came from Ontario—most of them, it would seem to me, either from Bruce or Huron county! The educational and legal foundations of those Provinces were, in many cases, laid by men from old Ontario, so that what we do here is vital as affecting the whole Dominion in the way of example."

I remarked on the effects of the war in reducing the number of young men who were training in science, thus causing difficulty and delay in developing Canada's natural resources to meet our war debts; also the fact that we would not be able to get from the old lands the industrial designers on whom we had largely depended in the past.

"We all feel," replied Dr. Cody, "and we know, that we are living in a wonderful country, that our Canadian people are worthy of the most splendid opportunities that can be presented to them, and that they can profit by every educational facility that is presented. It is my hope and wish that our people should be trained to take the fullest advantage of those boundless opportunities. We use the phrase, 'Boys will be boys'; but it is well sometimes to repeat part of it in a different sense and conclude: 'Boys will be men.' But the kind of men they will be depends entirely on the turn given them while they are boys."

"You spoke about the special value of boys of to-day; have you any special plans for them, Doctor?"

"One point has greatly impressed me in regard to our Ontario system," Dr. Cody said. "You will remember that Dr. Egerton Ryerson had two factors in mind in projecting the system: the first was, to bring the opportunities for education within the reach of every child in the Province; the second was what I might call continuity of advance. That is, the public school was linked to the high school, which in turn was linked to and led up to the university. The system was what might be called a chain with its var-

ious links. Those two leading ideas still remain in the system, and it is not claiming too much to say that our system has been kept very fairly up to the needs of the times. But now we are in new times, and almost every system needs readjustment and needs lubrication. Now, it strikes me that our readjustment might be made on this line—I am not speaking dogmatically, and hope I shall never so speak; but this is what occurs to me:—Ninety per cent. of our children get no further education than that given in our public schools; only ten per cent. of them go as far as the high school. May it not be advisable, then, for us sometimes to view the public school not as a mere link in a chain which is never completed, but as rather a distinct and complete entity—a thing by itself—at least as affecting the masses of children? Might not that ninety per cent. who, from family necessity, must soon earn their living, be trained in public schools as though they would never get a more complete education? The question then would be, how much education can we give in the public schools that will provide not only a general mental training, but some measure of vocational training and handwork, some kind of vocational guidance into useful and suitable occupations, as well as the great inspirations of morality and patriotism? Perhaps we might do well to make more of our public school system, in the light of the actual fact that the public school, and it alone, reaches ninety per cent. of our total school population. The ideal, of course, would be to secure for as many as possible of this ninety per cent. a further period of training, with a special view to their life work. We must strive to make this ideal a reality."

I took the liberty of assuring the Minister of Education, on behalf of the public bodies of progressive citizens with whom I kept in constant touch, such as the Manufacturers' Association, the Trades and Labor Council, Boards of Trade, Rotary and Advertising Clubs, Neighborhood Workers' Association, Home and School Council, etc., that such an intensifying and extension of the work in public schools would be looked upon as a most important step in the right direction. It would prepare the great bulk of boys and girls for their life-work; would interest them in further study in part-time classes or technical schools after they went to work; would turn the thoughts of some in the direction of scientific investigations, and would guide them into occupations in which they could earn satisfactory wages and do good work; in fact, it would vitalize the whole system at a critical point. I ventured to add that the present curriculum might be improved by condensing, say, the teaching of English into one subject, thus intensifying and improving that study, and at the same time leaving room for more handwork. I then asked Dr. Cody what plans he had projected for the improvement of teachers, and for stirring up trustees and the public.

"No democracy is safe for the world," he replied, "until it is led by honest intelligence. Up and down the length and breadth of our country I believe we cannot have too much of the public explication and vindication of the great policies of the country, and of the great problems that lie before it. It is my hope to be able to go through the Province, as Minister of Education, and meet the teachers face to face, meet the trustees, and meet the school constituency, and get into as close touch as I can with the people of the Province, and see the educational problems from their point of view. Perhaps I may be able to serve the Province far better in some such way as that than merely by dealing with things in the abstract."

"In the matter of teaching," he added, "it is the personality, the vitalizing power of the teacher, that counts. A comparatively poor system will work well if it is administered by a great soul, while the best system will not do much good if a tiny-souled individual manages it. The teacher bears the great burden of the physical, the intellectual, and in no small part the moral development of those who will be the future citizens of our city and Province and Dominion. But how can we expect a teacher to teach in any inspiring fashion if he or she is in low

spirits? There is nothing that will produce greater depression of spirits than financial worry and financial strain. We ought to raise public opinion steadily in our whole Province so that our people will be ready to give larger sums, not so much for buildings, which are secondary, but for the living agents who teach their children."

We discussed the position, throughout the whole of Canada to-day, of the question of Education, especially technical education, and I gave Dr. Cody various views as expressed to me, which made comparisons between different systems and Provinces as to their progress. On this point Dr. Cody said:

"In these critical times our people must be made fit for the immense opportunities and responsibilities which are now before us, and new ones which will face us after the war—those problems of reconstruction, adjustment, development that will call for all the skill and expert training we can command."

He quoted Dr. John R. Mott, who recently told an English audience, "I would rather be living to-day, or in the next ten years, than at any previous period in the world's history."

"The great thing for Canadians," added Dr. Cody, "is to fit themselves for their great task." He hoped it might not be said of us, as was written of Henrietta Maria, the consort of Charles the First, "She lived at a great time, but had no greatness of soul with which to meet it."

"In the days after the war," he continued, "the problems of education will still remain, and human nature—the raw material on which we work—will be much the same, though the

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conditions may differ, and the demands may be somewhat changed in consequence. One thing, however, is sure: we all realize to-day, as we never did before, the tremendous power and value of education. We have seen a false ideal taught to generations of Germans in their public schools, their gymnasia their *real-schule*, and in their universities; and we have seen the very soul of that nation poisoned. We have seen the results of this pernicious teaching in the bestiality, the savagery, the ruthlessness, of many a battlefield, and of many a devastated realm. We know that it does matter what people are taught, and what they believe. What people really believe determines their conduct. More than that, we have learned by the war that it is possible to use education with tremendous effect in developing and organizing commerce and industry. We have seen Germany, by her system of research fellowships, by her application of pure science to industry, to agriculture, and to manufacturing, capture one market after the other. We see what is possible to trained and organized industry and commerce. It is lawful to be taught by our enemies; let us learn that lesson from them. Let us never forget, however, that efficiency is in itself no more a moral thing than is electricity; it depends altogether upon the end to which it is directed. Hence the perpetual need of directing moral ideas, and of moral training. The schools of Ontario can and should be made the training-ground for the inculcation of true and intelligent democracy that will help to keep the world safe, and that will make Ontario the banner province of a great, free, intelligent and skilful nation."

## The Girls' "Carry On" Column

(Continued from page 46.)

one of the military hospitals, and tell them you want to take three or four soldiers for a motor drive. Take your mother or father with you and do your very best to give the boys a happy time. You will find you will be repaid tenfold for any effort you make for the returned soldiers.

DEAR BETTY:

I want to go into a canning factory during my holidays. What wages would I get and when would I be required?

A. D. F., HAMILTON.

Some factories are giving \$1.50 a day. You would be needed from May 15, to June 15, or from July 1, to October 1.

DEAR BETTY:

I have been told that Farmerettes must help with the housework. Is it compulsory?

ELSIE.

All workers are asked to do two hours of housework if required, and if you really have the interest of your country at heart you wouldn't refuse, would you?

DEAR MISS O'HARA:

I will not be able to go on the farm until the fall. Is there anything I could do then, and what would the wages be?

E. T.

You could pick peaches, pears, plums, grapes or apples, and you are paid at the rate of \$9 a week for a ten hour day. Especially good workers are to be paid 20 cents an hour.

DEAR BETTY:

I would like to run an elevator during the summer to release men for the farm. To whom should I apply?

M. J.

Positions of that kind may be obtained from the Government Employment Bureau, 15 King street east.

ENCLOSE A STAMPED  
ADDRESSED ENVELOPE  
FOR A PERSONAL REPLY  
TO QUESTIONS.

## A King in Babylon

(Continued from page 48.)

"Davis just laughs at it," I said comfortingly; "and he's probably right. He says Jimmy has moped around over this picture so long, that it has become a sort of mania—he had a kind of heat-stroke, you know, a few days ago, and that may have helped. In fact Jimmy sat right here beside me last night and told me he was getting things all mixed up—that he couldn't tell what was real from what was only imaginary; his outside and inside worlds had run together, as it were . . ."

"You don't mean that he's gone mad?" asked Mollie, horror-stricken. "If he has, it's that woman . . ."

"He hasn't gone mad," I broke in, impatiently. "He'll come around all right as soon as he gets this infernal picture out of his head. I feel sometimes that I'm going mad myself. Let's stop talking about it—let's talk about ourselves. Mollie . . ."

"It isn't the picture," Mollie broke in. "It is something in the air—a kind of threat! I feel it all the time. I have been in wilder pictures than this, lots of times, but nobody ever went crazy before—and bit people—and tore their eyes out—not even the director!"

"Well," I said, "I think Creel has about got to the limit of his nerve. He'll give the order to pack up as soon as he can. He is over there now, slashing his scenario to pieces and simplify-

ing it every way he can. But that hasn't anything to do with us. Now, look here, Mollie . . ."

"Billy," she broke in fiercely, "I can't stand it! If you grow sentimental now—if you dare to grow sentimental now!—I shall hate you!"

"I wasn't growing sentimental," I said resentfully.

"You sounded like it!"

"I was just going to say . . ."

"I don't want to hear it! I'm ready to fly to pieces as it is!"

"I don't see what there is for us to worry about," I said. "If Jimmy and Mlle. Roland want to go wandering off through dream-land together, why need we care? And if Jimmy thinks he was once a king of Egypt. I don't see that it's anything to us! And if Davis does dig out a woman who has been buried four thousand years, and who has been waiting all that time for vengeance—why, it isn't us she's after! We've got ourselves to think about, Mollie, and I have been doing some mighty serious thinking on that subject recently. As I told you the other night. And you promised . . ."

"I promised nothing!" she broke in. "Let go my hand!"

"You led me to infer . . ."

"No, I didn't! How can I help what you infer! Billy, I won't be kissed! I hate it! I . . ."

(To be continued.)