

schools for the work, giving these, where necessary, courses of special training to fit them for the more advanced work. The universities and the training colleges co-operate in providing courses to cover this special training. For teachers of the "shop" work it has been found advisable to take tradesmen and to give them courses in methods of teaching, &c.

From what I saw of these schools, the claims made on their behalf were fully justified, and I have confidence in recommending the institution of similar schools in our Dominion. I would, however, strongly advise that, if it is decided to start them, we proceed slowly, setting up such schools in only one or two of our largest centres for a beginning. Before this is done, the course of studies for such junior high schools, and the correlation of that course with the work of the elementary school below and with the high school or the technical college above, should be carefully considered and arranged.

HIGH SCHOOLS.

The high schools of Ontario appeared to me to be doing thoroughly sound work—much in line with that done in our own schools of similar character. The entrance examination that is required for admission to the university secures a fairly uniform and a fairly high standard of work. In the United States, admission to the State university is usually gained by accrediting (though some of the older eastern universities still retain an entrance examination). This system allows much more freedom to the high school. This is no doubt an advantage in the hands of an able principal and a competent staff, but in many cases good results were not, in my judgment, very apparent.

CO-EDUCATION OF THE SEXES.

In all the junior high schools and high schools that I visited the boys and girls were being taught together. From what I could learn, co-education of the sexes is general throughout Canada and the States. The results are declared to be completely satisfactory.

"HOME PROJECTS."

In many of the rural districts in both Canada and the United States much attention is given to what they call "home projects"—i.e., the raising by the children of some crop, such as potatoes, wheat, maize, &c., or the rearing and care of animals. There is practically no school-gardening such as we have developed in many of our districts, the long summer vacation and the severe winter making this activity almost impracticable. The work is therefore carried on at home under the supervision of the School Superintendent (= our Inspector), and with the co-operation of the parents, the parent-teacher organization, and the local agricultural association (the last-named body usually provides the prizes). The children's exhibits are an important feature at the local fairs and agricultural shows. In many places very fine work is being done in these directions, and I saw splendid specimens of maize, wheat, barley, &c., also very fine fowls, pigs, calves, &c., that had been raised by the children. In this way the interest of the country children is aroused and developed in country life. I enclose details of these activities [not printed].

"HEALTH CLUBS."

In several country schools that I visited "health clubs" were in active operation. These clubs are managed by the children, who elect their own president, secretary, &c. They hold a few minutes' session each day, and the "president" puts the children through a short catechism: *e.g.*, "How many of you have cleaned your teeth twice since yesterday morning?" "How many have drunk at least four glasses of water?" "How many have not touched tea or coffee, but have drunk milk instead?" "How many of you had at least ten hours' sleep last night?" "How many of you have attended to the needs of the body at a regular hour?" &c. Records of height and weight are taken at regular intervals. The general results of this work appeared to me distinctly good.

Throughout the schools that I visited much attention was given to health and to corrective treatment. There was usually a school nurse for each two large schools. (A nurse is not usually expected to supervise more than from two thousand to two thousand five hundred children.) She does a good deal of home-visiting and advising of parents, has meetings of mothers at the school assembly-hall, and gives advice on prenatal matters, &c.

There is a dental clinic in almost all large schools, and a dentist attends on stated days. It seemed to me that teeth throughout Canada and the United States were in a better state than with us.

NUMBER OF CHILDREN WHO PROCEED ON TO SECONDARY EDUCATION IN CANADA AND THE UNITED STATES.

In Ontario about 20 per cent. of those who pass through the elementary school proceed on to the public secondary school. Another 5 or 6 per cent. go to private secondary schools. The Adolescent Act recently passed will probably have the effect of considerably increasing these percentages.

Throughout the United States education is so uneven that it is impossible to give any very definite figures for that country. In most of the Southern States the percentage of children who proceed on to secondary education is very low. In the Eastern States it is probably somewhere about the same as in Ontario. In California it is, I think, higher.

The consolidated schools in the middle western States (of which I report separately) are sending on a surprisingly large number of their pupils through the secondary department. In one large consolidated school that I visited 90 per cent. of those who had finished the elementary course had gone on to the secondary school.