

tion. The present Minister apparently thinks it of greater importance to have the inspector spend his time inspecting tin measures and other media of instruction, and gathering information for Departmental reports. He has divided all the school work for teachers, trustees and inspectors to report on, and to base grants on, into different years, the calendar year and the academic year—the latter from July 1st in one year to July 1st in the following year, thereby necessitating double reporting, especially by the inspector. This means loss of valuable time and an unnecessary increase of the work of red tape, and therefore necessarily diverts the Inspector's attention and energies from his true work (which I consider to be thorough examination of schools, and assisting of teachers by means of his own extensive experience and skill in teaching). Thus the inspector may become an inspiration to the most of his teachers, instead of a mere recorder of unimportant details for official reports. The government has spent increased sums on education, has multiplied positions and machinery, changed the laws and complicated the regulations, but they have not by their spiritless enforcement of laws and regulations enthused the people nor won their active support, and they never will by continuing this course. In this respect again, the policy of the Education Department does not only not meet the spirit of democracy but is actually antagonistic to it.

#### Autocracy in Education.

I shall now endeavor to show that its very machinery has under the present Government assumed the form of autocracy. In this connection I shall refer first to the Educational Council, and secondly, to the system of inspection and of "approved" schools. When the Right Honorable Leader of the Government was in opposition, we heard a great deal about a body representative of the educators of the Province, which he would create if in power; a body to be known as the Educational Council in which great power was to be vested.

The idea suggested a democratic rule and naturally was a popular one to the people of a self-governing country under the British flag. Now, what has been done to fulfil this promise? It is true that a body of prominent educationists, some of whom are elected by the teachers and inspectors of the province, now constitute part of the machinery of the Education Department. But what about the power this body was to exert? The facts are, as far as can be learned (for the meetings are held privately) that it is a consultative body and nothing more. Its members meet from time to time to discuss such questions as the Education Department deems important. Their power is limited to advising on such questions merely as the department sees fit to place before them through the chairman. They have not the power to introduce new matter which they, in active service in the cause of education, are so eminently fitted for. In short they are denied all right of initiative. The right of initiative denied to the Educational Council, the representatives of the real servants of the people! Is this British freedom? Mr. Speaker, if the existence of this body ever had any other object than to serve as a blind for the people I would like to know it? The work which this body is allowed to perform, appears to coincide with that of the Board of Examiners of the late Government. Yes, is it not even less? Has the Honorable Minister of Education not already taken away the power of this council to appoint the examiners for the teachers' certificates, and is he not now endeavoring to induce the university authorities to assume the appointment of the examiners for matriculation and university examinations, as a cover for his other act? Is it not also being planned to deprive the county councils altogether from any say in the appointment of Public school inspectors? Sir, I regret to have to say, that the policy which the Right Honorable Leader of the government dangled before the eyes of the public as a great educational reform is really not one step in

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