

The Degradation of Scholarship

Is it not on the plea that these higher institutions of learning—High Schools and Normal Schools—are broad and just and free from prejudice in their teaching that the Roman Catholic Separate School System has been persistently denied by successive Governments in this Province the right to develop beyond an elementary status, though this right is manifestly inherent or implied in the very pact which made provision for the establishment of Separate Schools for the minorities in the Provinces of Quebec and Ontario. The Government of Quebec has recognized the right; the Government of Ontario refuses to do so.

Now a word as to certain conditions educational which prevail in Ontario and which have not only led to abuses but are contributing factors to the degradation of scholarship as well as to the debasement of the teaching profession.

And first of these is the system of creating "specialists"—a system or method which has not scholarship as its basis. Why should a university graduate whose average is sixty-six per cent. in his examinations be regarded as having the academic standing for a specialist, while the graduate whose average is sixty per cent., though he may have pursued post-graduate work for two or three years, is refused this standing? How large a part does