

ple, whereas the present Normal school system, centralizing education, as it does, in a few of the larger cities has the opposite effect. It practically leaves the farm and the country villages and towns untouched by educational movements.

(5) The Model school gave the students of rural districts, villages and towns, as well as those from the cities, an opportunity to become teachers; whereas the Normal schools will draw their students more from the cities in which they are located.

(6) Students coming from rural districts make the best teachers for rural schools, being more in sympathy with local aims and conditions.

(7) In the Model schools, students received more practise in actual teaching (30 to 40 lessons), whereas in the Normal schools only about twenty.

(8) The Model schools (about 50 in number) cost the Government \$7,500, and the counties an equal sum; a total of \$15,000, whereas the new Normal schools cost about \$300,000, besides a heavy cost for annual maintenance.

Education Made Less Accessible to the Masses.

And this, Sir, brings me to a more general criticism of the Government's Educational Policy, namely that it tends towards making education less easy of access for the great mass of the people. We are a democratic people. Our system of education, as founded by Dr. Ryerson, and carried out by all succeeding Governments up to the present, has been democratic; but under the present administration, I maintain, it is fast losing this characteristic and we have now the spectacle of a democratic government with an autocratic system of education. As an instance of this let me refer to the differentiation of the Public school teachers' academic course of study from the university matriculation, pass and honor course, whereby a gap has been created between the university and the Public school, and a university education practically removed from the reach of the Public

school teacher. Under the Ross Government the subjects prescribed for teachers' certificates corresponded with those prescribed for entrance to the university. As a result the young teacher had his attention directed towards the institution which affords the highest possible culture for his profession. In fact, he had already taken the first step towards it by securing his matriculation standing while obtaining his teachers' certificate.

The present Government has made the course leading to a junior leaving certificate so different from that leading to matriculation that a gulf has been created between the Public school teacher and the university. Instead of the road to the university being smoothed for the struggling teacher, unnecessary obstacles have been put in his way. If the late policy had been pursued many of our public school teachers would be graduates and undergraduates of our universities, as is the case in Scotland. It is well known that the high standard of education among the common people of Scotland is due to the fact that the village schoolmaster or dominie, of whom we read in the tales of Ian MacLaren and other Scottish authors, was a university graduate who had been brought into contact with the highest culture that Scotland affords. The example set by Scotland is in harmony with the spirit of democracy, while the present educational policy of Ontario practically closes the door of the higher education to the common people. If Canada wishes to take her place among the nations she must make the very highest education easy of access to the humblest of her citizens, because the permanent welfare of a nation depends upon the high average intelligence of her masses, not upon the highly specialized intelligence of a few. And since the scholarship of the Public school teacher, more than that of the university professor, or even of the High school teacher, moulds the educational ideals of the great mass of the people, it is eminently desirable that the Public school teacher should at-

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