## Che Catbolic 3ecord

 the UNIVERSITY of TORONTO
AND THE SCHOOLS OF THE




## President Falconer's demand in pies a totally different conception

 the place of High Schools in o friend Prof. Kylie were notimmersed in the Toronto Universi
view of things educational, he wou readily recognize that our use of
expression "common people" suggested by the arrogant assump
tion that the chief reason for exist ence ort hesese schools of the people ie
to prepare students for the Univer
 matriculation are not usually th we confess our inabiity
meaning even waith the aid of the
inverted commas.
Just at the time when the High
 o its simplification, and the co-ordi
tion of High School studies, ation of High School studies, th
President coolly asks that the Hig Toronto of its first year's work. And
the sole consideration is not the fficiency of our High School syst "Thers says Professor Kylie, "that the work
cannot be done as economically or as wellin theschools as in the aniversilion that the President or anyone else
was doing an injustice to the com was
mon people
In view
Toronto High School it costs 8690 on year for each upper school pupil, and
further, that Trustee mates a saving of 850,000 a year a well as better results, from one
two centres for upper school work i Toronto, it may be taken for grante that there is ample room for argu-
ment as to whether President Fa coner's proposal would mabse ig in mind that the object of Hig chools is, or should be, to provide atisfactory system of secondary ed
ation for 40,000 pupils and not special training for 1,000 there is much room for argument about the its injustice is evident. Secondary education is in a very
ansatisfactory condition in Ontario. In the estimation of many it is worth of the High School pupils drop out
in the frot years-many the frrst

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 What should be merery incidental, the preparation of the few for matri
culation and other examinations. culation and other examinations.
As an evidence of "some healthy As an evidence of "some healthy
dissatisfaction with things as they diss stand" we quoted in our firs
now
article from a paper read by Principa
Bonis beforethe Educational Associa

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THE CATHOLIC RECORD



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\left\lvert\, \begin{aligned}
& \text { but was withdrawn. Whether or } \\
& \text { not an Ontario judge wound hold that } \\
& \text { marriage of minors without parents } \\
& \text { consent would be null and void is, we }
\end{aligned}\right.
$$



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\begin{aligned}
& \text { not an Ontario judge would hold that } \\
& \text { marriage of minors without parents } \\
& \text { consent would be null and void is, we } \\
& \text { believe, yet to be determined. }
\end{aligned}
$$

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\left\lvert\, \begin{gathered}
\text { The amount of free advertising } \\
\text { that a Quebec marriage case receives } \\
\text { must make the most experienced } \\
\text { press agents feel that either they }
\end{gathered}\right.
$$

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\begin{aligned}
& \text { consent woul te netermined. } \\
& \text { believe, yet to de det. } \\
& \text { Fact. 5. There are e divorce }
\end{aligned}
$$ yefore the Senate this session. Ove

ent of them are from Toronto. The
half
Ontario press have not gone into the
detais relas
ing angels to the sick and
d.llowing is Ontario press have not gone into the
details relating to age, religion, chil

 Adrianople has evoted a leteger
high praise from our Ambassador
Constantinople, who has asked th

Constantinople, who has asked the
French Ambassaor to convey the
thanks of the British Government to
the evoramment of the French Reppub
lie
"IS MARRIAGE IN LENT
ILLEGAL?"
one of the reasonsadvanced
in asking annulimet of

## benefited." This. in so far as it has any bear. ing on the question, simply assumes what it would prove. The improvement in education most desirable and most pressing at the present time is the improvement





## secondary education has a definite object of its own, when those who enter the High schools feel that they are entering on a highly desirable and useful course of studies having its own

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\begin{aligned}
& \text { educational value, then pupils and } \\
& \text { parents. trustees and teachers and } \\
& \text { people will not be slow to appreciate } \\
& \text { the worth of the High School Leav. } \\
& \text { ing examination. The High School }
\end{aligned}
$$

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\begin{aligned}
& \text { parents, will not be slow to appreciate } \\
& \text { people } \\
& \text { the worth of the High school Leav. } \\
& \text { ing examination. The High School } \\
& \text { graduate will have a recognized } \\
& \text { standing. The High schools will }
\end{aligned}
$$

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\begin{aligned}
& \text { thicill leave the student better pre- } \\
& \text { sine } \\
& \text { pared for higher studies, a prepara. } \\
& \text { tion much more important than is } \\
& \text { secured by a smattering of all things }
\end{aligned}
$$

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\begin{aligned}
& \text { secured by a sattering of all thing } \\
& \text { knowable and a few others. } \\
& \text { TTe High School graduate shoul } \\
& \text { ipso facto be entitled to enter th } \\
& \text { University or Normal School. Ju } \\
& \text { have is where the University nece }
\end{aligned}
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\begin{aligned}
& \text { here is where the University nece } \\
& \text { sarily has a voice in forming th } \\
& \text { Hagh school curriculum. We do }
\end{aligned}
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\begin{aligned}
& \text { sarily has a voice in ormmg we no not } \\
& \text { High school curriculum. We do } \\
& \text { wish to deprive universities of this } \\
& \text { voice. We wish them to take a }
\end{aligned}
$$

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\begin{aligned}
& \text { voice. We wish them to take a } \\
& \text { voader outlook than hitherto, to } \\
& \text { bonsult the interests of the schools } \\
& \text { con }
\end{aligned}
$$

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\begin{aligned}
& \text { consult the interest oy so doing fur } \\
& \text { of the people, and by } \\
& \text { ther their own best interests. If rais. }
\end{aligned}
$$

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\begin{aligned}
& \text { other theeopewn best interests. It rais. } \\
& \text { ing the ostandards of university work } \\
& \text { onmosidesirablething -leaves a gap }
\end{aligned}
$$

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\begin{aligned}
& \text { ing the standards of university work } \\
& \text { in amostdesirablething-leaves a agap } \\
& \text { between the High school and the Uni- } \\
& \text { versity that gan must be flled with. }
\end{aligned}
$$

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\begin{aligned}
& \text { between the High school and the Uni- } \\
& \text { versity, that } \\
& \text { out prejud must be fille witho } \\
& \text { orecondary education. }
\end{aligned}
$$

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\begin{aligned}
& \text { versity, that gap must be filled with- } \\
& \text { out prejudice to secondary education. } \\
& \text { Whether this be done by creating }
\end{aligned}
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\begin{aligned}
& \text { out prejudice to seondary ed ucation. } \\
& \text { Whether this be done by creating } \\
& \text { special centres or adding a year or } \\
& \text { sper }
\end{aligned}
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\begin{aligned}
& \text { special centres or adding a year ol } \\
& \text { more to the University curse, o } \\
& \text { by some other means, does not con }
\end{aligned}
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