

centralized system of school government, which permits him and his generals to give orders from Toronto to their subordinates in places hundreds of miles away relating to the minutest details of their schools to be riveted upon them by his proposed new code. Like the trustees whom the Government sought to dragoon they will resent such dictatorial treatment. If the Honorable Minister of Education listened he must already have heard some rumblings. If not, he might learn some signs of the times by reading the "Proceedings of the 47th Annual Convention of the Ontario Educational Association."

In concluding I would briefly point out one more unfortunate occurrence in the administration of our educational affairs by the present Government. In this province we have a large body of first class Public school teachers with many years of experience; also a large body of Public school inspectors who have travelled twice per year to each school in their respective counties and observed and critically studied the work of the teachers for half a generation, and who therefore, above all others, are qualified to instruct intending young teachers. These men have practically been ignored in the appointment to the positions of instructors at the new Normal schools. Men with very little experience in the Public school room have been appointed because of their academic standing, or some other reason best known to the government; men whose experience consisted mostly in High school teaching, and I am not saying one word of disparagement against these men. They may have been excellent men in their positions in the High schools and other higher institutions of learning, but did they in those higher institutions of learning not employ and become accustomed to entirely different modes of instruction and management from those required and practised in the Public school room, and will not now the result be that they are unfamiliar with Public school work and Public school methods? Is there not as much difference between High school methods of

teaching and management and Public school methods of teaching and management, as there is between university methods and High school methods? And is there not now the danger that these men will, unintentionally perhaps, yet by force of habit instil into the intending Public school teacher much of the methods of teaching and management practised by them in the higher schools, and thus ingraft High school methods into the Public schools to the great detriment of the latter? And I do not believe that one of these men is misguided enough to think that, because he was an excellent High school teacher, therefore he would also be an excellent Public school teacher. There are plenty of Public school men eminently fitted. Why did the Government not find them?

In summing up the Educational situation in Ontario to-day, I contend, Sir, that the present Government, far from having instituted the educational reforms promised when in opposition, has not taken one step in advance, and more than this, by the abolition of the combined Model and Normal school system; by the centralization of power in the hands of a few individual men; and by handing over the training of our Public school teachers to men unfamiliar with Public school work, it is supplying our Public schools with a less efficient class of teachers. It is making education less easy of access to the great mass of people, and is changing the democratic system of the late government into an autocratic one. These acts, which, to my mind, are offences against a democratic people under democratic Government call for vindication or prompt redress. In view of this state of affairs I contend that the people of this province are not getting value for their money. We do not ask the Government to spend less on Education, but we ask value.

Mr. Speaker, I would not like to close my remarks without offering a word of encouragement to the Government. I am ready to acknowledge the good they have done as well as to point out wherein they have failed.

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