

Professor Hatcher came in.

1931, Oct or Nov.

Wanted to know if you had seen the article in the GAZETTE and if McGill was going to take any steps to refute such shockingly untrue statements which were not only untrue but most harmful to us.

Told him to chat with Bovey. — Much later:—The

## SEVERE CRITICISM MADE OF STANDARD OF HIGH SCHOOLS

Carleton Stanley, President  
of Dalhousie, Addresses  
Teachers' Institute

## MATERIAL GROWS POORER

Students Given Inadequate  
Preparation for Matriculat-  
ing Into Universities—  
Remedies Suggested

Fredericton, N.B., June 29. — Criticism of high schools as giving inadequate preparation to students matriculating into universities, was made before the Teachers' Institute of New Brunswick this afternoon by Carleton Stanley, president of Dalhousie University, Halifax. He suggested selecting pupils who showed aptitude above the average and eventually forming post-matriculation departments in high schools where possible, with the gradual result of raising the Canadian university standard.

"The plain fact is, of course, that the material we have been getting from your hands has grown poorer and poorer in the last decades," President Stanley told the teachers. "It is also a fact that we have complained more and more about the schools in that period. You don't need to accept my word for that. It has been stated over and over again publicly for many years.

"What I wish to make clear is my protest against the attitude that schools and universities are sufficiently separate for one to say to the other 'You are so and so, whereas we are thus and thus.' The connection between the schools and colleges seems to me to be organic, and it is as silly for colleges to blame schools as it would be for the arm of a man to blame his leg; or if blame must be apportioned, then where schools are at fault the colleges and universities are more to blame than the schools. Let me be concrete at this point. I have lived and worked in one provincial system where the high schools are altogether staffed by expert teachers. Anyone will admit at once that however loose and disjointed the high school curriculum may be, in any case, it consists of subjects which differ extremely from one another, both in content and in the method in which they must be taught and learned.

## IDEAL TEACHER OUTLINED.

Now, all of us have known teachers who were able to teach different kinds of subjects. I suppose the ideal teacher would be the one to teach them all. But, in most cases, the school board, and the school principal would be content to find a teacher excellent in the teaching of say, history and English literature, or one who could teach languages, or one who could teach mathematics and elementary science.

"Keeping these observations in mind, let us now return to the provincial system which I have cited in illustration. Except for one or two imported Old Country teachers, there is not in that province, from one end to the other, a teacher of mathematics who has had any special training in mathematics, or a teacher of classics or modern languages who has had any special training in either, and hardly any who have had any special training in any of the other subjects. I know of school boards and I know of school principals in that province who have again and again canvassed the universities within its frontiers for such teachers, but the universities in question do not produce them.

"Education, as you and I know, is a two-fold process. It means learning as well as teaching, and of the two, the learning is far the more important. There are proverbs in at least half a dozen languages to the effect that a good teacher can make little out of a

Principal did refute it  
himself in his Annual  
Report for the year

1931-32. D.M.

He knows this is absolutely  
false. See Minutes of Meeting  
attached, pages 5-8.