

THE ONTARIO COLLEGE OF EDUCATION

A SUMMARY OF ITS IMMEDIATE AND LESS IMMEDIATE NEEDS

The Ontario College of Education was created under an agreement between the University of Toronto and the Department of Education to provide:

- A. Graduate courses in Education.
- B. Courses for High School Assistants' and Specialists' certificates.
- C. Such additional courses as may be instituted from time to time.

In the terms of the agreement the budget of the College is to be voted annually by the Legislative Assembly as a part of the estimates of the Department of Education, and the contents of the courses for teachers' certificates as well as the personnel of the staff are to be subject to the approval of the Lieutenant-Governor-in-Council.

A. As to the Graduate Courses.—B.Paed. and D.Paed. courses are conducted by the College both intra- and extra-murally. Attendance during at least two summer sessions is compulsory in the D.Paed. course. During the present Regular Session, intra-mural instruction is given in both the B.Paed. and D.Paed. courses. If, as is probable, the students registered in these courses in the former Faculties of Education transfer their registration to the Ontario College of Education, the total registration will be 221. The Summer Session of 1920 in these courses was attended by 51 students. These figures are evidence of the present demand for advanced or graduate courses in Education. The scores of Canadian teachers who attend Summer and Regular Sessions in Education at Columbia, Chicago, and Washington Universities are further evidence. The demand will increase. University laboratories are rapidly expanding the bounds of professional education and organizing it into a science. State systems of education and, in particular, the centralized systems of this continent need educational experts by the hundreds—principals, supervisors, inspectors, directors, and training school instructors. These educational leaders cannot be content with as much of the new science of Education as is imparted to the rank and file of teachers in the typical one year's course of the training schools.

The teachers of the United States realize this. In their universities Education probably stands first among university subjects in the number of registered graduate students.

Development of graduate work in Education will sooner or later involve:

1. An additional instructor in (a) School Administration, (b) Philosophy of Education.
2. Additional Lecture-rooms (2).
3. A Library in professional Education.
4. Complete Junior and Senior (Public and High) schools for experimental work, *i.e.*, the addition of Grades I and II and of the Kindergarten to The University Schools.
5. Half-a-dozen graduate scholarships or tutorships of \$500 each.

B. As to High School Assistants' and Specialists' Courses.—These courses have been organized to include one, and not more than two, of the following subsidiary courses:

1. Course for the Elementary certificate in Physical Culture.
2. Course for the Elementary certificate in Art.
3. Course for the First Class Public School certificate.

Under difficulties by no means insignificant, due to distance and conflict in time-tables, the course in Physical Culture is given in the Household Science gymnasium (women) and in Hart House gymnasium (men). A gymnasium on the premises of the Ontario College of Education would save time and increase efficiency.

The course in Art is given by one instructor in one room. This, of course, can never be satisfactory. The greatest immediate needs are (1) a modelling room, (2) store-room for lockers, working material, and models.

The course for First Class Public School certificates is supplementary to the High School Assistants' course. Such a supplementary course is necessary. It provides a way—almost the only way—by which college graduates may train for Public School work and thus for the higher professional posts as inspectors, directors, training school instructors, etc. This course for Public School certificates, which will grow in popularity with an increasing attendance in the High School Assistants' course, requires for demonstrations and practice-teaching a complete and accessible Junior (or Public) School. Completeness here involves again the addition of the Kindergarten and Grades I and II to the list of classes, and of accommodations for physical training, in particular, a gymnasium.