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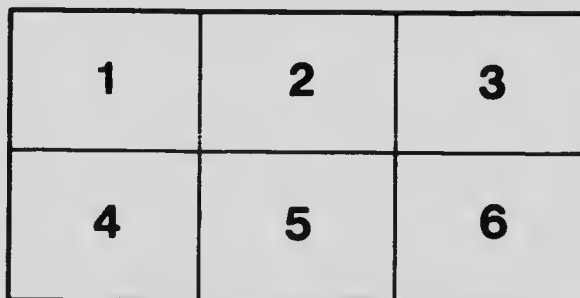
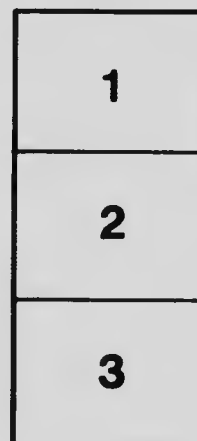
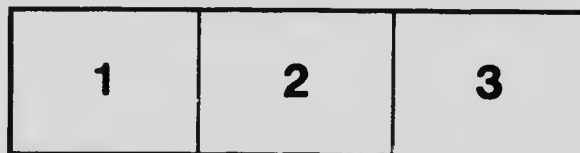
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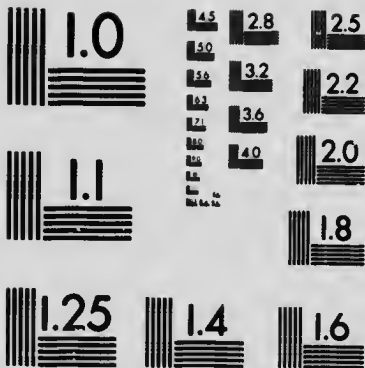
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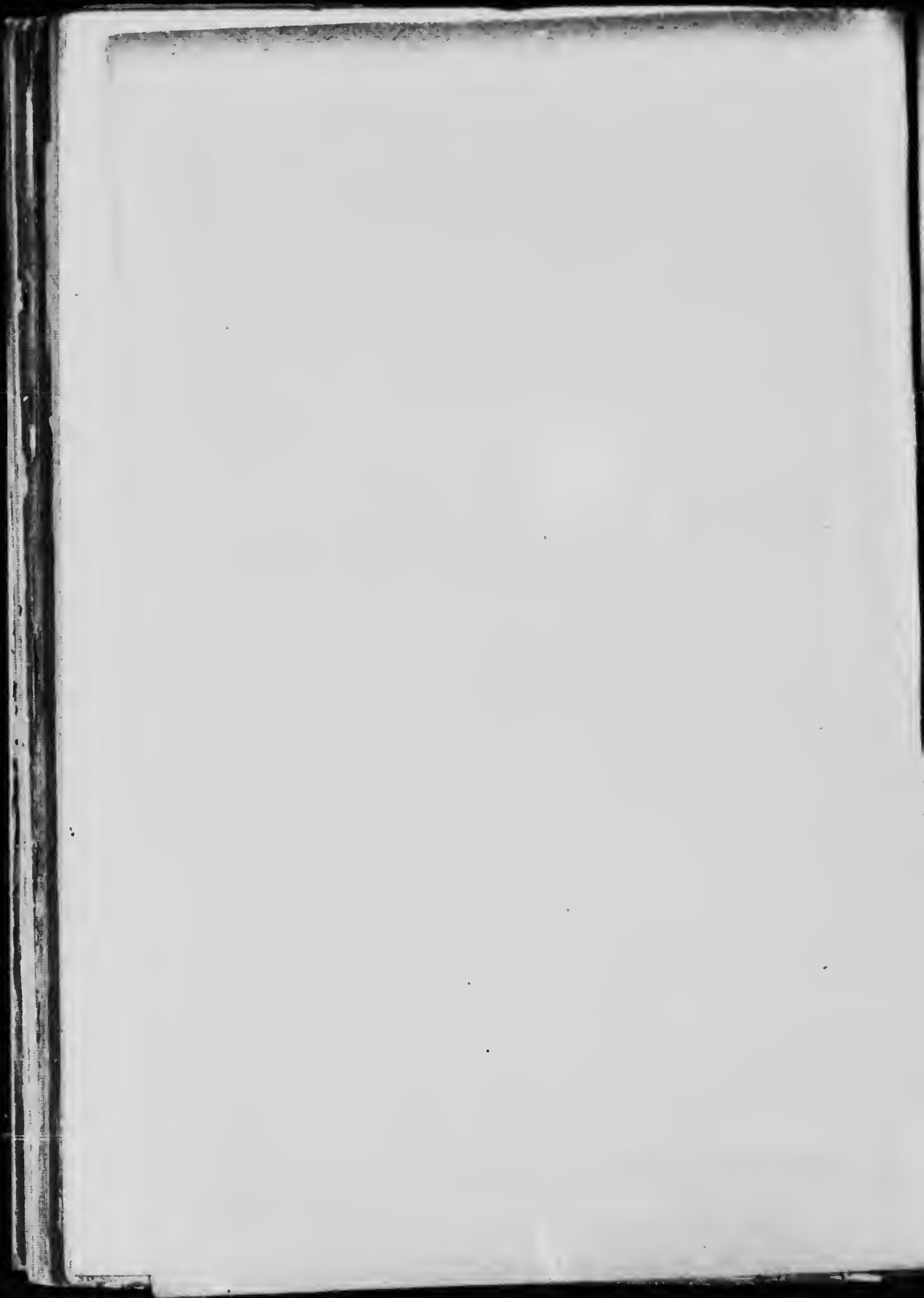
ONTARIO EDUCATIONAL SYSTEM

FAILURES IN ADMINISTRATION

ADDRESS BY
THOS. MARSHALL, ESQ., M. P. P.
DELIVERED IN THE ONTARIO LEGISLATURE
MARCH 6th, 1913.



GENERAL REFORM ASSOCIATION FOR ONTARIO
36 TORONTO ST. - TORONTO



ONTARIO EDUCATIONAL SYSTEM

FAILURES IN ADMINISTRATION

Address by THOMAS MARSHALL, Esq., M. P. P. Delivered
in the Ontario Legislature, March 6th, 1913.

Mr. Speaker—I desire to take for a few minutes the time of the House to discuss educational matters in this province (applause), particularly along the line of secondary education as far as high schools are concerned. The question is becoming a most serious one. We find in the report of the Minister of Education for 1911 (page 29) that the cost per pupil has risen from \$31.45 in 1902 to \$50.17 in 1910. Now let me show in what way the department is directly responsible for a greater portion of this increased cost, to the local taxpayer.

SCHOOL GROUNDS.

First take school grounds. Grounds that were quite satisfactory a few years ago are now deemed to be utterly inadequate. High School inspectors now require grounds four acres in extent in order that the school may receive the highest grant. With what authority this is done I fail to understand, because the regulations require only one acre. A few days ago in looking through the file of a local newspaper I came across this item in the Beamsville Express, as follows:—

SCHOOL SITE REJECTED.

Beamsville Express.

The site picked upon by the committee for the talked-of High School has been turned down by the department—turned down about as hard as it could be. Evidently the refusal was the more emphatic because the inspector condemned the site when he met the representatives here a couple of weeks ago. The following is the letter from the department:—

Toronto, Nov. 28th, 1912.

Dear Sir,—I am directed by the Minister of Education to state that the proposed site for the new High School is unsuitable. No new High School should be built on a lot adjacent to the Public School. Moreover, the lot proposed is not large enough, nor is it in a suitable locality.

The board should select two or three good sites and then notify the department in order that an officer may be sent to inspect and report on them. The proposed site should not be further considered. Inspector Wetherall condemned it at the time of his last visit a fortnight ago.

As to the size of the school lot, it should be made as large as possible in view of future requirements. I have the honor to be, Sir, your obedient servant,

A. H. COLQUHOUN,
Deputy Minister of Education.

S. B. Bisbee, Esq.,
Secretary of Board of Education, Beamsville, Ont.

You will note here the statement that no new high school should be built on a lot adjacent to a public school, and here is a peculiar situation. If the trustees of the Beamsville Board of Education should decide to do away with that high school and build the same number of rooms as part of the public school building, and move the furniture in there, they could go on with the same class of work. The high school has disappeared and in its stead comes a continuation school doing the same class of work, having the same teachers, the same equipment, only another name.

I made further inquiries in regard to the situation described in the Beamsville paper, and I learned that the Education Department a few years ago made the board get an extra teacher. The extra class had to be placed in the public school building. The department condemned this arrangement, and demanded a new building. Now it demands an expensive site and a \$20,000 building in a village of 750 inhabitants.

BUILDINGS.

Then when we consider the requirements for buildings, the same peculiar situation arises. A small high school may have a perfectly suitable brick building, but it will only be graded III. You will understand that in the grading, buildings, site, equipment and staff are all considered. That is the way the department operates. Low grading means a low grant from the government, and a low grant increases the local taxation. But that brick building which is perfectly suitable for a small high school may be condemned, and when an explanation is asked of the inspector he states that many large centres, such as Ottawa, for instance, have put up magnificent buildings, and this lowers the grade of the other schools. Now, I say, Mr. Speaker, it is not fair to penalize the smaller places. The demands of the inspectors increase in these smaller places, and high grading cannot be secured except by a few of the most extravagant boards.

But let me go a little further into the details in regard to buildings. The class room can only be lighted from the left or from the ceiling. That is, without doubt, a good feature, but the additional cost is large unless a building were put up that in appearance would be an architectural freak. New high schools must have at least three teachers, while continuation schools which do the same work only have one, and differ only in name so far as the work is concerned. The situation would seem to be this in regard to that matter; either the two-mastered high school can do the work or the one-mastered continuation school cannot. One policy or the other must be wrong. (Applause.)

Another innocent looking regulation is that requiring separate entrances and staircases for the boys and girls. Now this, while not of the slightest value, is probably the cause of the greatest expenditure in smaller towns in connection with the erection of high school buildings. Take, for instance, the building in the town in which I live, Dunnville. We have just finished a high school building there at a cost, for building and equipment, of about \$40,000. It was finished a year ago. It has two entrances, one for the boys and one for the girls, but in order to have a decent looking building it was necessary to have a central or main entrance at additional cost. There is also required an assembly hall. The cheapest place we could put that assembly hall was in the third storey, consequently we have two separate entrances for boys and girls; two separate staircases at each end of the building that go up to the third storey so that all boys and girls would ascend and descend by separate stairways, and separate doorways are required for going into the class rooms. It is not that an absurd state of affairs when we consider in country high schools that the boys and girls trudge together from their homes—thousands of them—and cannot be allowed to go into the school building by the same entrance. These regulations on the part of the department added something in the neighborhood of \$10,000 to the cost of this building.

The reports of the Minister of Education aim to give the cost per pupil of those attending high schools. These reports are unreliable except that they show that there is every year an increase per pupil, as much as 70 per cent. between the years 1902 and 1910. They are unreliable because they base the attendance upon the calendar year instead of by the school year. For instance, if a school has an attendance of 150 in June, and 50 pupils pass out at the entrance examinations and 50 more come in in September, the attendance is listed at 200 while, of course, it has not increased at all. To get at the actual cost per pupil to the ratepayers in their tax notices I find this startling fact in our own town, that after deducting the government grant and the county grant it is costing the ratepayers \$75.00. That is a very large amount. It takes in, of course, the maintenance and debenture cost each year for the new building. We had great difficulty in getting the town to consent to the building of a new school, and I can safely say that had the people known of the simple requirements of the continuation school our high school would now have disappeared.

ONTARIO EDUCATIONAL SYSTEM

INCREASED COST OF FEES.

The Departmental Regulations have arbitrarily increased other costs to the local taxpayers. Take the following scale of fees for examinations:—

	Old Fee.	New Fee.
Senior Public Graduation	New	\$5.00
Senior High School Entrance	New	5.00
Lower School Entrance to Normal	New	3.00
Entrance to Model Schools	\$5.00	5.00
Middle School Entrance to Normal School....	5.00	5.00
Extra for Matriculation by adding French....	Nothing	3.00
Junior Matriculation	5.00	8.00
Less their S. Papers	2.00	3.00
Senior Teachers	5.00	8.00
Senior Part 1 or Part 2.....	3.00	5.00
A, B, C, or D.....	Nothing	3.00 each
Maximum fee for any continuation.....	5.00	10.00

In addition to the increased cost of fees, the following books are to be supplied free by the School Boards:—

High School Botany—Spotton.

Ontario High School Laboratory in Physics—F. W. Merchant.

Ontario Manual in Chemistry—Author unnamed.

In addition to authorized Public School History a new High School History is recommended by the Minister—cost 50c. Boards must supply these.

Recently an order has been sent out by the Education Department that the boards must supply arithmetic and trigonometrical tables. Formerly these were printed on the examination papers — just the tables that were required for the particular examination. That was at no great cost to the Education Department. They were printing the examination papers in large numbers in arithmetic and trigonometry, and the tables were printed following the questions. There is no explanation whatever given. The department simply sends out a circular announcing that the boards must supply these books, one for each pupil for the examination.

In regard to text books, the report of the Minister of Education for 1909 (page 8) gives a list of the text books on which the prices are reduced:—

High School Physical Geography, \$1.00 to 60c; but it neglects to mention another geography that the pupils must have, costing 65c.

High School Chemistry, 50c to 40c; but the board must supply a manual costing 40c.

High School German Grammar, \$1.00 to 40c. An extra reader is required, costing 25c.

Strange this report does not mention a High School Physics that was "reduced" from 75 to 90 cents. In addition, science note books are required that cost 25 cents, and fillers at 10 cents per package. The same thing applies to High School Latin Seniors as to the German Grammar. Then there is the synthetic geometry (prepared by Prof. Alfred Baker). It was contained in the syllabus also. Dr. Seath turned it down, and

gave the work to McDougal, who brought out two books. So the pupils will be compelled to buy another book to get the twenty odd propositions. Besides these, there are teachers' manuals. The authors are not given. But if you require teachers' manuals what are the inspectors for?

GRANTS REDUCED.

In addition to these extra requirements that I have taken all this time to mention—extra cost of buildings, extra cost of equipment, extra cost for examinations and extra cost for text books, a most remarkable situation is disclosed when we find that the government is actually reducing the grants. They formerly gave 10 per cent. of the expenditure to the high school boards. Now it is reduced to 3 per cent. But while all these things are serious in their effects, it does not seem that they are the worst features in connection with secondary education as managed by the present Department of Education. (Hear, hear.)

THE CURRICULUM.

Take the curriculum for instance. I will read a few remarks, not many, in regard to what a number of teachers think of the present high school curriculum. I have not seen or discussed this with very many of the teachers of the high schools throughout the province because I have not had the opportunity, but here are a few things in regard to the curriculum and the progress of the pupils in the high schools under the present arrangement as set out by the Department of Education. These are from teachers who are actively engaged in the high schools of the province at the present time:—

"The smattering pupils get in such an overburdened course, is not true education. If the true end of education is ethical, it is a failure. What is worth doing at all is worth doing well. If the end of education is practicability, it, too, is a failure."

"We try to do too much by forcing the child to know a little of everything. The science work has become a putrid source of annoyance. How many of us have a care as to whether there are ten joints in a cat's backbone or one hundred? It can squirm or wriggle and catch mice, and that is the essential thing."

"Regarding history, a child ought to know the facts of development of our own country and the factors in its government, but they don't. We are building a mansion without a foundation. We try to teach Canadian, British, Ancient, Medieval and Modern History, and don't teach one properly, either to develop the mind or to be of practical service."

"A candidate for a teacher's certificate must take his full two years in the lower school, no matter what his age or ability to pass the inspector's inspection. The rigidity allows for practically no individuality, in either teacher or pupil. The class must move as a unit. A few things done well is the secret of a good education. Extension will come in the regular life. This is where the Old Country surpasses us—that is, in thoroughness."

ONTARIO EDUCATIONAL SYSTEM

"I am satisfied that on passing the Entrance I knew as much Arithmetic, and was much more accurate, than our pupils at the end of the first year. The writing, particularly, of pupils from country schools is abominable. They are not neat and they are not accurate. In History they get a miscellaneous assortment of stories, more or less historical fact, and more or less fiction to make them interesting. We learned the facts, the guide posts, so to speak, of History."

"The fault, I think, is not so much that the Public School curriculum is overcrowded, as that the teachers of the present Public Schools have been ruined in respect to neatness and accuracy in the training they have received in the High Schools. How can anything be done in, say, the first form of a High School when the pupil has fifteen subjects—Reading, Writing, Spelling, Grammar, Composition, Literature, History, Geography, Book-keeping, Art, Science, Arithmetic, Algebra, maybe Geometry, French, Latin and maybe German? That is, in some cases a pupil has seventeen subjects to carry concurrently. Science alone takes five spaces a week for the greater part of the year. Art takes a good deal of time. Time is mighty valuable, and haste begets bad writing and inaccuracy and develops a sloppy way of doing work."

"This taking the mind into at least ten different subjects each day makes poor and indefinite thinkers; indeed, develops a host of ills. How can we ground in the essentials?"

These are expressions of opinion from teachers in regard to the work they are actively engaged in. Then I have one or two testimonials of a different nature, that is from parents of children who are going to high schools. One is from the manager of a branch of one of the largest banks in this Dominion. "I have had fifteen boys come under my charge during the last twelve months, and four out of five of these had to go on the copy book." That is to say, so bad is the system of teaching writing in these schools that it was necessary for the head office of a bank to provide copy books, and the managers of the branches are compelled to give boys lessons in writing of one hour a day during the greater part of the year until they can make their writing legible. He further states in contrast with this, that where there are good Canadian penmen it was inherited, while every boy brought in from the old country without exception wrote a good hand. But what is a stranger situation than that, is that no boy who has come through Canadian schools such as Ridley, Upper Canada, Trinity, but is a good penman. These schools conduct their own arrangements, and you will notice the difference at once between the penmanship of the boys from those schools as well as boys from the old country, not one of whom had to go on the copy books, compared with the boys trained in our Ontario high schools.

ONTARIO HIGH SCHOOLS.

One parent said to me, "We have too much work for the children to do at their age in the high schools." And he gave me a most original way of testing it. He said: "I weighed

the books that my little girl brought home from high school. She is in the second form. How much do you think they weigh? Fifteen pounds!" Well, I said, you do not mean to tell me that she carried fifteen pounds from home to school and back again every day? "No," he said, "I weighed them every two days for a while. The first day they weighed nine pounds, and the easiest day of the lot they weighed six pounds." That was his method of arriving at the burden that is placed upon his daughter, a girl of fourteen years, and she does not take all the courses at that. Here is a list of the books that she carried from home to school and back from day to day:—

High School Reader.
 Physical Geography.
 French Grammar and Reader.
 Two Exercise Books.
 One Biflex Manuscript Book.
 One Pad Foolscap Paper.
 Weight, six pounds.
 English Grammar.
 Latin Book.
 Ontario High School Arithmetic.
 High School German Grammar.
 History of England.
 Ontario Drawing Book, No. 2.
 Three Scribblers, viz.: 1st, Exercise Book; 2nd, Arithmetic;
 3rd, British History.
 Weight, nine pounds.

In Form I. the teacher spends one day a week in correcting science note books. The curriculum also requires that two to four hours be spent each night on homework. The department itself, though unwittingly, describes the situation in science teaching in manual of suggestions for teachers in science, page 175, where the teacher is told to "show no mercy to yourself or to the pupils."

ENGLISH OPINION.

Now, then, let me give you the opinion of some English authorities on the schools here. I went over to the library and looked up some English authorities who were comparing the British system and its results with the Canadian system in secondary education and its results. In the Canada Gazette of November 28, 1912, I find this: "Dr. Parkin says, 'A Canadian boy who has received a full education at his home school must receive further at least two years' training at his home university, or at an English public school, before he is fully fit to enter Oxford and compete on even terms.'" Dr. Parkin, who is in charge of the Rhodes scholarships, says we are two years behind the old country.

In the same paper, October 17, 1912, Mr. F. W. Goldstone, M.P. for Sunderland, speaking of his recent tour in Canada, says: "In a number of most important respects Canadian education is behind the English system. There is an absence of the freedom enjoyed in the arrangement of the curriculum and in the choice of books which children under him might use with the fullest advantage. What did strike every one of our party, however, was the great keenness displayed towards education by the general community, and the great belief in it as necessary for the general well being."

That shows disappointment at the situation. The keenness of the Canadian people for education is so marked that a casual observer is struck with it at once. Is it not disappointing and dispiriting to have the progress of the children hindered and made so ineffectual by useless departmental regulations? (Applause.)

Listen to what another high school teacher a little further along the line says regarding the curriculum:—"Our curriculum is overloaded. No Ontario school can teach the work required for teachers' course in the lower school without nearly twice as many lessons per week as are required in British Columbia and Nova Scotia, and nearly two and a half times as many as in the schools of the United States. Ontario has forty-five to fifty-five spaces; British Columbia and Nova Scotia twenty-five; United States fifteen to twenty. Yet Nova Scotia furnishes us with the heads of our two largest universities. British Columbia each year carries off the highest honors at McGill matriculation examinations."

Mr. C. B. Sissons, of the Pacific Province, says: "Dr. Seath once condemned what now he has heaped up worse and worse. The pupil's energies are dissipated and he is dazed by the monotonous grind of the same subject year in and year out. The burden remains the same with a shortened teaching year."

Now there is another feature, equally serious. That is the overlapping of the curriculum. The course in the high schools and the secondary schools each seem to be so arranged as if no branch of the school system will do its work thoroughly. As witness of this, consider the teaching again in normal schools of the elementary instructions in reading, writing, spelling, arithmetic, drawing and nature study along with the bookkeeping, grammar and composition of the high school course. The course in the high school as laid out is so managed, and is presented to the pupils in such a slipshod manner, that the course is not completed, they know practically little of these things, and the subjects must be gone

over again in the normal schools, and here, again, they are taught in the same slipshod manner because there is so much work in the curriculum that the proper time to prepare all subjects is not given.

If you look at the high school curriculum you will see two spaces a week given to reading. That is thirty-minute spaces. How ridiculous it seems to have two thirty-minute spaces for a class of twenty-five pupils. That is, a pupil will have about two minutes of time a week devoted to him to learn reading. In the second form they have one minute a week for reading.

HIGH SCHOOL INSPECTION.

Now then, take the matter of inspection. There are three inspectors appointed by the department. Before I am through I think you will agree with me that the inspections by the officers appointed by the department are more of a depressing and irritating influence on the children than even the curriculum.

Take the case of the high school in Dunnville. We had a hard time getting the government grant. We were obliged to spend not much less than \$40,000. Here are some of the chief items in the report of Inspector Wetherell, who was there two days: "Clean towels should be placed in the lavatory every day." We have spent \$40,000 on a high school, and the inspector comes around and tells us that clean towels should be placed in the lavatories every day. (Hear, hear, and laughter.) "More pictures are required." "The plaster in the lavatory needs repairing." (Laughter.) "The grounds have not been levelled and graded." "Since last inspection seats have been placed in the assembly room." "The library should still be further enlarged." "The ratio of pupils to teachers is 122 to 5." "The division of duties is announced to be satisfactory." "The staff is all qualified." We were glad to know that. We know that when we hire them, but we are glad to have that assurance from the inspector. "In regard to discipline I see no need for special comment." That does not mean anything. "The registers are properly kept and the entries are duly made." "This school has a flag." (Hear, hear.)

"I recommend that this school be ranked as an approved school, grade 2. No reason why it was graded at 2."

Just let me give you the remarks of a trustee from another school along this line. This is a place where they had just completed a new building costing \$10,000:—

The last inspector's report was read, and caused a good deal of irritation by reason of the pettiness of some things in it; i.e., we are graded down to two, because it happens that we have more pupils per teacher than should be. Now, consider that we have spent

over \$109,000 on a new building, which is, perhaps, the finest High School to-day in the Province. We thought when planning it that it would amply accommodate our children for years to come, but our city has suddenly taken a notion to grow, and has so increased in population that all our rooms are occupied. We shall have to enlarge, and we are planning to do so at once; meantime we have a slight overcrowding. We have no room at present for another teacher even if we could get one between terms or during terms, which is doubtful. The reduction of grade is only a matter of \$25 or \$50, and is not worth the irritation it causes, it is too "picayune" for words. Then we are graded down in respect of school grounds, because the rear part of our grounds is not completed by the terracing, which could not be finished last fall, and because we have not yet rounded out our campus by taking in about half an acre, on which we have an option, which we couldn't clean up last year because our money ran short. The inspector knows the extra land is contracted for, but cuts down our appropriation because the deed is not yet proved.

He grades us down in another respect because we have not enough pictures in the rooms and halls, and orders us to buy \$100 worth a year! Now, remember what we have spent on our building and the elegance of it. Surely we can be trusted to take care of a matter of that kind without being "dragoned" into it. We could have gone out and bought some cheap prints and statuary, but we prefer to take our time and buy little by little, accumulating a grade of pictures and statuary that means something in the way of culture. Men of bigger stature than the ordinary High School Inspector resent being ordered around and treated as mere "rubber stamps" to register departmental decrees. One of our men last night described the present mode of inspection as of the "gum shoe" kind, a remark which met with general approval.

In old days, an inspector's visit was anticipated as, if not a pleasant, at least a profitable experience; for he taught model lessons, gave addresses to the pupils, and winding up his cheering and helpful visit by announcing a half holiday, left the school happier for his coming, and with no apprehension of other than well-deserved censure. Nowadays, notice of an inspector's visit means a week's hard work in preparing a mass of statements—most of them of no importance; "exhibits," i.e., science note books, art books, term examination papers, etc., etc. When he comes, the poor man has to look over this mass of stuff to try to find out if any jot or tittle of the prescription of a regulation has been overlooked; then he must run from room to room, looking out for faults; his aspect is so chill that he lowers the temperature of every room he enters, and he is so glum that a nervous teacher is sure to do his (I should have said "her", for he's are scarce in the schools to-day) worst. At the close of his visit he summons the chairman of the board to let him know that the grant must be cut off in this or that respect unless this or that unimportant detail is attended to without delay. When he leaves there is a bad taste in everybody's mouth, his own probably included, and there is a more or less unpleasant anticipation of the capacious criticisms of his "report."

EXAMINATIONS.

Now, coming to the question of examinations, the Minister's report of 1908 claims credit for removing certain subjects from examinations in 1904, namely, bookkeeping, art, spelling, chemistry, writing, science. Page 15, note (a) of the report of 1904 shows that part of the junior leaving examination was abolished in 1902. Bookkeeping, art and reading examinations were abolished before that. Chemistry was not abolished. Spelling and writing never were subjects of examination. But now look at the present list of examinations. It is serious—

- Senior High School Entrance.
- Senior Public School Graduation Diploma.
- Entrance to Model Schools.
- Lower School Entrance to Normal Schools and to Faculties of Education.
- Upper School Examination for entrance to Faculties of Education.
- University Matriculation.
- Junior Public School Graduation Diploma.
- Junior High School Entrance.
- Middle School Examination for entrance to Normal Schools.
- Commercial Specialists.
- Art Specialists.
- Supplemental Matriculation Examination in Lower School subjects.

An astonishing situation arises in regard to the time in which these examinations are held. This was changed a year ago because the previous July was very hot, which might not happen again in fifty years. The examinations now begin about June 10. The teachers are under contract until the end of June, and the board must pay teachers for that month. Last year the teachers stayed around the school or went home. In many instances they go home if they live in another town, and come to the board demanding their money. Some of them are on the board of examiners, and come down to Toronto to read and examine papers at the department, receiving \$7.20 per day from the department. They are paid by the board for teaching in the month of June. They are paid \$5.00 per day for presiding at examinations. It creates a great deal of friction and is indicative of the awkward situation into which the Department of Education is placing the boards and teachers throughout the province.

The Minister of Education, in the tenderness of his heart, evidently considered that hot summer must have been a terrible affliction on the country pupils, for he has lengthened the summer holidays to equal urban schools. Now the little tots in the country must take their chances with the bad weather and worse roads of the rest of the season.

AUTOCRATIC METHODS.

One other feature is the autocratic methods of the Department of Education. A few days ago, you will remember, in this house I referred to the advisory council of education. The Minister of Education replying, said I was mistaken in my opinion. He also added, he presumed that the reason that I had made certain statements against the present Superintendent of Education was because we had a difference of opinion at one time. That is true. We had a difference of opinion, but it is not my nature to hold a grievance against any man. I could not do it if I wanted to. While he, in his official capacity, some years ago did have a disagreement with myself, I found from enquiry that, generally speaking, his official relationships were of this character, and that Dr. Seath was one of those afflictions that an inefficient Department of Education was unable to remove. I just wish to say that I was right in my statements about the advisory council. It is only a consultative body. The members come together only when they are summoned, and are not allowed to introduce any new matters of their own. This council was legalized or created in 1906. The statute reads to this effect:—

Statutes of 1906, Chapter 52, Section 6: The council shall be a consultative committee to confer with the Minister on such subjects as he may submit to it from time to time.

The said council shall exercise executive powers for the appointment of examiners and associate examiners for the annual departmental examinations, etc.

All of this is changed simply to read: "To confer with the Minister on such subjects only as he may submit to it." (Statutes 1909, Chapter 88, Section 10, subsection 2). Formerly, under the Act, the chairman could call all the meetings except the first one in the year; now no meetings may be called except as ordered by the Minister. Then it had a little power. The council could appoint departmental examiners. That has been taken away, and now it can only deliberate on the subjects that the Minister decides to submit to it. You could not ask for a more ridiculous state of affairs than to expect able men to come to a conference on educational matters and be treated in this manner. You cannot suggest anything more like a joke. They are told what to talk about, and after they have given their advice, the Minister is not bound to take their views. In addition to this, they are constantly being reminded that the proceedings are confidential, though there is no statutory authority for this, and, in consequence, the elected members who were, no doubt, chosen in the hope that they could bring about some educational reforms, are placed in the position of not only not being able to make suggestions, but are not even allowed to make mention to their constituents of the

matters that were under discussion. The fact that in the year 1912 the council was not called to a single meeting shows the attitude of the Superintendent of Education towards that body.

The regulations are carried out by the inspectors in a most arbitrary way. Justice is not done to the boards or to teachers. I can give an instance that will explain what I mean. In one school a teacher was ordered by the inspector to be dismissed because she was not legally qualified. The teacher was doing good work. It was protested that the middle of the term was an unfortunate time to dismiss the teacher, but the inspector said if you do not employ legally qualified teachers you will lose your grant. The teacher was dismissed. The board advertised and got a legally qualified teacher. When the inspector came around again he would not grade the school because the legally qualified teacher's work was not satisfactory. So they are between the devil and the deep sea in these things.

APPROVED SCHOOL SCHEME.

Not long ago the Superintendent of Education, through the department, introduced the approved school scheme, penalizing the pupils if school equipment was lacking or teaching standards low. That raised such a storm of protest that it was reluctantly modified, though yet its blight remains upon many of the pupils that were in attendance at that time and have not yet left the schools. A few days ago I ran across the case of a pupil who has still to take an extra examination because at the time I mention the outside closet of the high school was too near that of the public school. (Laughter.)

A recent edict of the department requires the pedigree of all the teachers, age, experience, etc., information of interest possibly to the curious, but, I venture to say, a majority of the lady teachers will pay no attention to it.

Looking over some further columns of that Grimsby paper I find this:—"The school closed on Friday and the out of town teachers have gone to their various homes." One young lady, an excellent teacher, was not coming back because she was not properly qualified. She was granted a third-class or district certificate. A temporary certificate gave her the privilege of teaching for five years. However, a board cannot hire a teacher with this certificate if it can get a second-class teacher. "If none are available they can re-hire the other provided she hasn't accepted a school in the meantime. It strikes us that the education system of Ontario is getting rottener every minute."

I find it very difficult to get a free expression of opinion from teachers on these matters. It is not to be wondered at.

The teachers are in a position in this province that they cannot openly criticize the Department of Education. They naturally desire appointments as departmental examiners and principals of normal schools, all of which are in the hands of the government. Then, again, teachers naturally fear the ill-will of the inspector. If they get graded down it means questions from the school board, and a low grade for the teacher means a less grant from the government. So one does not hear of these things publicly.

MANY TEACHERS LEAVE THE PROFESSION.

One of the immediate results of this overloading of the curriculum, slipshod education and the other restrictions that are placed upon school boards and the teachers by the inspectors means that the best teachers are being driven out of the profession to other vocations. All of you who are interested in this subject, if you like, travel over this whole province, and you cannot find many teachers of outstanding ability who are known the province over as being wonderfully successful educationists, such as we all used to know. To-day there is no inducement for teachers in their profession. They are restricted by the regulations and the visits of the inspector are not an encouragement.

In conclusion, Mr. Speaker, I am only speaking moderately when I say we have as a result of this autocratic mismanagement of this department throughout this province, a lack of ordinary culture, a deterioration of the love of learning, a scarcity of teachers, and universal dissatisfaction. (Applause.)

But before I close I wish to say a word or two about the University of Toronto.

UNIVERSITY OF TORONTO.

That institution, I think, has been mentioned here on two occasions in debate. The first was in regard to the affairs of the students which are reported in the newspapers. I wish to say this, and I am speaking now non-politically, because it is not a subject for discussion here, that the average undergraduate of Toronto University, or of any other university in the province, is generally right. The newspaper reports of student affairs may exaggerate these things. But the same things were carried on twenty-five years ago when we were at the University as undergraduates. We exchanged courtesies with the police down town. No serious harm was done at any time. But there is a strange after-thought to these affairs in regard to cases that have come within my own experience. It was at the time that the rebellion broke out in the Northwest. Toronto University sent a number of undergraduates, who formed

"K" Company. Away along the north shore of Lake Superior where there were some gaps in the railway and it was necessary to employ a great many teamsters, we were getting off the flat car when there came to our end of the column an order to the University company. We went forward at once, and were surprised to find that they wanted the University company because there was a row with the teamsters, and they wanted the University boys to take charge of the transport. (Applause.)

Another question relating to the University mentioned here in debate a few weeks ago was that of the finances of the institution. There is no question that anyone who has attended Toronto University, or any other university in this province, but has a greater love for his alma mater than any other institution that he has ever attended, and for that reason I cannot be accused of being unfriendly to Toronto University. But I firmly believe that a mistake was made in taking the control of the University out of the hands of the Minister of Education. It is now facing a financial crisis. I understand the expenditure last year was something in the neighborhood of \$20,000 less than the receipts, and the expenditure has increased within the past five or six years from \$456,000 to \$876,000. This is an alarming increase. But under the present arrangement I do not see how it is possible for the University to keep the sympathy of the graduates in this province until it is in direct communication with them as it would be through the Minister of Education and the representatives of the different constituencies throughout the province. As it is now, the graduates throughout the province know very little of what is being done. If they want my sympathy or your sympathy we want to know something about the work that is being done, and were the Minister of Education to place before us the details of what progress has been made with the requirements for the next year and what is hoped to be done, then the University has our sympathetic attention. That is a question which the members of the legislature may not care to discuss. But I think they should.

Take another view. The attendance there is now some 4,000. I understand about 1,000 of these come from Toronto. The undergraduates who attend the University probably bring to Toronto every year tribute in the way of money and business in the neighborhood of \$1,000,000. If Toronto is getting \$1,000,000 a year out of the students of the University and is also getting 1,000 of her students educated there, would it not be worth while for the city of Toronto to make some special grant to the University? Then there are 800 students from outside the province. But the Province of Ontario takes these students on the same terms as her own. This question is as debatable as the other.

The President of the University has thrown out the suggestion that the first year students of the University should be trained in the high schools throughout the province. Is not that also a question which interests hon. members of this house?

There are 1,000 lady students, I understand, attending Toronto University. Would it be inadvisable for them to have representation on the staff of the University? All these subjects are well within the consideration of the members of this legislature, and in appealing to the province for full discussion I venture to suggest that had they been placed before us for our assistance and honest consideration that Toronto University would get a larger measure of assistance and more willingly, too, than under the present arrangement whereby we have no direct part in the administration of the institution. When the affairs of the University were taken away from the members of the house we were deprived of our interest and sympathy which, I believe, along with other educational matters, are worthy of discussion in the legislature. (Applause.)

