

public and high school, or the discharge of a debt incurred by a union board of public and high school trustees, the separate school supporters are not liable, excepting in respect of so much as is clearly applicable to high school purposes, or has been incurred for that purpose strictly. (4) All taxable property is liable to assessment for public and high school purposes, without any discrimination on denominational grounds. Where, however, a separate school, whether Roman Catholic, Protestant or coloured, has been duly established under the law, then the supporters of such separate school can have their public school taxes paid over for the purposes of the separate school, instead of the public school. There is no such law as to high school rates, which must be levied without distinction."—(*Revised School Law, Part II, p. p. 246, 7.*)

Here we perceive the halting point of the Separate School Act. Now, the question naturally arises: Did Catholics, at the time of the passage of this Act, understand that its limits were so confined, and that, in accepting it, they were actually binding themselves to the support of the non-sectarian principle in higher education while rejecting it in the primary schools? Assuredly not, and it is not at all surprising that they did not. The Grammar Schools of that day, now represented by the High Schools, were generally looked upon as forming part and parcel of the Common, now the Public, School system; and, when separating from the latter Catholics supposed, and not without cause, they were separating from the former as well. True, the Minister declares in the preceding memorandum that "the Common School system at the time of passing the Act of 1863 was quite separate and distinct from the Grammar Schools;" but a little further on he admits that "under provisions of the law as it formerly stood, a union could be formed of Public and High (Grammar) School Boards, under which *they could occupy the same building, and get the benefit of the same or of some of the same teachers, and otherwise share in common the cost of maintenance of some of the Public and High Schools.*" Again, in a note appended to the clause in the Act defining the general powers of the joint Board so constituted, the Deputy Minister of Education says: "the union of the Boards implies a *harmonious system and a gradation of Schools*; the High School being in reality the superior school of the city, town or village, and the Public School being the primary and secondary, and being open to all on examination; the High School teaching the higher branches, with the classics and mathematics, if desired." (*Ibid. p. 207.*) Therefore, wherever a union Board existed, the Common School system could not, in fact, be regarded as "quite separate and distinct from the Grammar Schools." But such union Boards were numerous throughout the province; in many municipalities, occupying in common the same building, and getting the benefit of the same or some of the same teachers; in all cases, levying a common rate for Grammar and Public School purposes. In the face of facts of this kind surrounding them on every side, Catholics, we say, had reason to understand

the Grammar Schools were part of the Common School system, and that the Separate School Act, as originally passed, relieved them from the obligation of supporting those Schools, and gave them the legal right of establishing High Schools of their own, wherever and whenever desired. That they were mistaken, grievously mistaken, is, unhappily, too evident in our disabilities which have grown to be intolerable, and must be removed if we would preserve the principle of free Catholic education.

We want High Schools in harmony with the Separate School system. We demand, in justice, exemption from rates imposed for all other High School purposes. We insist upon the repeal of those penal enactments which deny us the right to give our own children, at our own expense, a thorough education, according to their wants, and tax us for the education of others, under a system against which our conscience rebels. All this means nothing more than the extension of the provisions of the Separate School Act to higher education.

As things stand at present, when our boys and girls have gone through the programme followed in the Separate Schools, which is the same in all secular branches as the Public School programme, they find no free avenue to a superior course open to them. If their parents have the means, they may enter a College or Convent Academy; but if their parents are poor, they must abandon their studies and prospects, or pass into the non-sectarian and consequently, godless, High Schools. Under the extended system of separate education we advocate, a Catholic High School would be established in every municipality, or adequate arrangements could be made with a College or Academy, existing in the vicinity, to serve the purposes of a High School. In this way causes of complaint would be removed, objections silenced, and public confidence, now rapidly waning, be restored.

While strongly urging this question of Higher Education upon the attention of all concerned in the temporal and spiritual welfare of the Catholics of this province, it must not be supposed that we would favor the introduction of the course of instruction followed in the High Schools of the Public School system. We do not know what *Bystander* himself thinks on the questions he raises on the subject, but we do know many close observers are of opinion that when medical men declare the brains of children are over-taxed, they speak from experience; that subjects are included in the programme which cannot be thoroughly taught or which are practically useless; that children are set by over-education against the callings of their parents, and made ambitious of entering others which they fancy more worthy of educated persons, but which are already overcrowded. The utterances of eminent physicians on "over-pressure" are endorsed by the Deputy Minister of Education, who declares they are "justly founded on the practice of carrying out too rigidly a prescribed programme, regardless of the physical condition or