

be supplemented by the Catholic High School conducted as a public institution, controlled by Catholic trustees, insisting on a certain standard for the entrance to, and pursuit of its course of studies. Let it then be brought into competition on their own curriculum with the non-Catholic Public High Schools, and the thought that the school as a whole would be judged by its success at the Departmental Examinations would stimulate teachers and taught to strain every nerve so as not to be beaten by their competitors.

Do not our Catholic Colleges and Convents supply adequately the want of which we complain? We unhesitatingly answer, No. They exist only in large centres. They are not sufficiently diffused to satisfy the popular demand. Their inadequacy arises from no fault of theirs, but from the special nature of their organization. Our Colleges and Convents depend for subsistence on the very small fees which the general poverty of our people can afford to give. All who are at all acquainted with educational matters know that with no other resources but the fees of students, it would be utterly impossible to build, equip and man an educational institution. It is only bodies of men who give their services for nothing, and whose personal requirements for living are reduced to a minimum, that can dispense any education worthy of the name without endowments or state aid. It is to be feared that very few realize the amount of sacrifice made by the religious orders in this respect, just as very few realize the excellent work they are doing, notwithstanding the notorious financial disadvantages under which they labor. There is nothing further from our intention than to say one disparaging word against these institutions. They may need some changes,—call it Reformation if you will,—but such reformation must be from within. The most that an outsider can do is to make suggestions. This we shall proceed to do with all reverence but courageously.

A.—Teachers and Professors in these Institutions should make a good solid course in Pedagogy—the theory that everyone who thoroughly understands any subject will make a good teacher of it has been long exploded.