

EDITORIAL NOTES.

DURING 1889, in the columns of this magazine, have appeared brief sketches of Queen's University, Kingston, and of Trinity University, Toronto; also of the Toronto Collegiate Institute, and of the Kingston Collegiate Institute, and of the High School at Cornwall. Similar notices of other Universities, Collegiate Institutes and High Schools are in preparation. Many readers have taken a kindly interest in these brief annals of our educational institutions, recognizing the fitness of such a periodical as ours making an effort to preserve the early history of our seats of learning. At the end of the year we will have a few volumes of *THE MONTHLY* bound, so that those who wish may have a bound copy containing these sketches. For information address Box 2675.

PRIVATE SCHOOLS.

THE increased attention which of late is being given to the establishment of boarding schools for boys has revived the question: Are the day schools not adequately meeting the wants of modern society?

The answer in the case of girls has been a very decided negative. The number of Ladies' Colleges—that is, private schools for girls only—shows conclusively that the opinion of parents is that the public school does not properly meet the requirements of our daughters' education.

Many parents feel it to be an injustice that the law compels them to support by their taxes schools which, in their opinion, are unfit in various ways to supply proper schooling for a girl. The number of Ladies' Colleges bears emphatic testimony to the prevalence of this feeling among our peo-

ple. Now apparently the same opinion is gaining ground in regard to boys as well as girls.

The foundation of the public school is the State; the State undertaking for itself, by itself, and through itself to educate all its children, irrespective of nation, church, parentage, or condition of wealth or poverty. A mighty undertaking, involving the expenditure of a large sum of money. Many hold the opinion that not only should every child attend some school, but that every child should be compelled to attend school at least for part of the year. Various and difficult questions arise in connection with the public school thus founded and supported. In every civilized community there are great diversities of wealth and of mental and moral culture. Some parents can afford to keep their children at school for years; others are compelled by straitened means to send their children to work as soon as they can help to keep the house. The latter objects to pay for the education of the son of the former, any further than he can keep his own son at the school. Hence the constant debate about the support of secondary schools, and even about having Fifth Book classes in public schools.

The wealthy unmarried man does not object more vehemently to pay for that for which he gets no direct equivalent than the man of culture and moral refinement protests that his children who are carefully tended and guarded at home are forced by the State to attend the common school of the country. The question of State supported schools and compulsory attendance involves far reaching consequences to the State, Church and family. We believe the family takes precedence in importance of all other