

a report to be incorporated in the annual one of the provincial superintendent of education. This is done in one or more of the provinces in such a way that private or denominational schools are easily recognized as such. It is folly to try to estimate educational forces of the country while omitting these. New Brunswick reports six such schools in 1899 with about five hundred pupils. The effort made by two of the Maritime Provinces to obtain such information has been purely a labor of love and so was not in all cases appreciated by the schools from which reports were sought, and some failed to respond. There is need for agitation upon this point; private schools form part of the educational system of the provinces and should be so regarded. Moreover, they should be compelled to keep up to a certain recognized standard or cease operating. This could be done and still the greatest possible play for individuality be allowed. If once private schools could be placed on such a basis, one of the gravest charges against their pedagogical value—that of superficiality could

be removed. As things are now, the quality of work done depends upon the education or conscience of those in charge. It may be good; it may be worse than none. If, then, the private school could offer just as good instruction as the Public School, and produce some guarantee of such intention, there seems to be no good reason to pray for its extinction. But while such schools may be started without formality and operated simply for the funds accruing therefrom, they must always be more or less of a menace to sound education.

From the social point of view, they have many things to be said in their favor, but these need not be considered to any extent here. A new outlook is often gained by association with others in the home life of a private school, and the shy, country girl may develop into a charming woman after several years of such life, but if with it all a false idea of education is engendered, then the institution needs investigation. And it would be well for educators to consider the matter carefully, rather than consider it beneath their notice.

THE BRITISH ARMY AND THE BRITISH SCHOOLBOY.*

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IT is only to be expected that the present time should direct public attention to education as well as to military concerns, for it is a truism to observe that the soldier is a boy at school before he takes service under the Queen. Hence there can be little question that, although for the moment the attention of Government will be withdrawn from education, there will presently be a still stronger reaction in favor of the teacher's cause. Our

difficulties will lead the people to take to heart the famous saying of Von Moltke after the Franco-German war: "Der Schulmeister hat unsere Schlachten gewonnen." We shall realize that the fruits of sound education, in intelligence, in noble sentiment, in active moral impulse, must be looked for in the conduct of a war as much as in the business of trade or manufacture.

But we must not be content with this general dictum. We live in an

* A paper read at a meeting of the Cardiff Branch of the Teachers' Guild.