

of *Le Pays* is not nearly so optimistic; he is so little of a mere revolutionist that he suggests—

"Well at least we might begin by making the Provincial Secretary a member of the Council of Public Instruction. Eh?"

This led him to explain the curious mediaeval system whereby Quebec has a council of bishops and laymen, mainly of Catholics, meeting twice a year to settle affairs of education.

"Why, the thing is absurd. The Council is too slow. The best council in the world couldn't expect to run the machinery of education by such a system. You in Ontario have the system. We must have it. It will come—slowly, but in time. Surely it's no great miracle—a business administration of school affairs."

"That is, you would Anglicize—?"

"No, but I would put French-Canadians on a par in getting a common school education with all English-speaking peoples in Canada. Why not? They are as clever; as resourceful; as capable—but they are handicapped by a system that makes of them very good boys and girls indeed, but oh, such inefficient men and women!"

BY now he had dug out statistics which he copied down and added up to show three things: That the whole number of school-age children in

Quebec last year was 450,619; that the number registered—regulars and casuals—was 389,123; that the number actually in attendance was 302,513.

"Which leaves just about one-third of all the school-age children in Quebec—out of school!" he said. "Isn't that bad enough for a basis?"

HE went on to show that supposing all the children were at school by a system of compulsory education, the millennium would still be a long way off.

"Look here!" dipping into a fresh page of the education report. "Out of 7,787 teachers in Quebec—only 1,500 have Normal certificates. The other 6,287, mainly who and what are they?"

"I'm sure I scarcely know."

"Young country girls taught at convents and given certificates to teach when as yet they have scarcely begun to learn. Is that the way to make efficient men and women?"

He dug into salaries paid.

"Here, for instance, are 97 girl teachers getting, how much do you suppose?"

I remembered some rather low salaries in Ontario twenty years ago, ranging round \$200; but Langlois poohpoohed that.

"From fifty to eighty dollars a year! And the average is so far below Ontario that there is no

comparison at all. In fact it's 133 to 483."

Inspection, too, he proved to be of little or no use in Quebec. But when he had got done with the illiterates, the non-school-goers, the low percentage of normal certificates, the juvenile teachers, the miserable salaries and the lack of inspection, he criticized the school-books.

"Why, we have in Quebec no standard for text-books. We have thirteen school grammars, most of them bad and costing from 45 to 50 cents each. We have five sets of school readers costing \$1.25 each. The only refuge the child has from bad teaching and a wretched system is taken away from him by giving him miserable books at prices that are ridiculous."

GOING and coming, at home or at school, it seems evident from Mr. Langlois that the Quebec child gets anything but "the square deal."

Though he did not flatly say so, Langlois laid the blame for this partly upon the political system; partly upon the Church satisfied with the present state of affairs. I don't know just what scheme of education he would evolve to make Quebec as modern as Ontario or Manitoba. It keeps him pretty busy just now enumerating all the things that to his progressive way of thinking are relics

(Concluded on page 22.)

The Place of the Private School

PRIVATE schools for boys are a striking feature of Canada's educational system. This type of institution has had long development in the Dominion and has been worked out with considerable skill. Before the early Canadian governments had organized a system of secondary education, the country was dependent more or less upon schools started and maintained by individual effort.



Over!

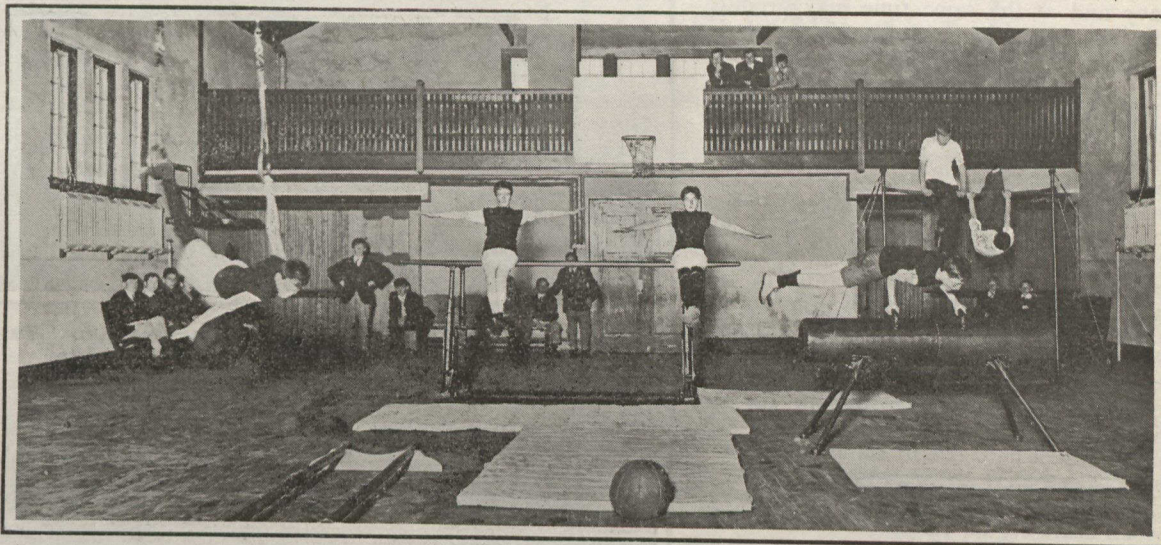
Dominies from the old land sought to make a living by teaching boys who came to their houses. Sometimes the church, or the wealthier men in a community, fathered a school and erected buildings. Dr. Tassie's school at Galt, and Rockwood Academy, near Guelph, where James J. Hill, rail-roader, learned the three R's were conspicuous monuments of this era.

Then came the birth of the high schools, and the spread of public education before which competition the private schools had to give way. Some survived, strong in the traditions which they had gathered about them. Others were opened by men who had strong faith in ideals of education which they desired to impress upon the community. The growth of such schools as Upper Canada College, St. Andrew's College, Trinity School, and Bishop Ridley College, which are even more than national schools, for they draw students from all parts of the Empire, is proof enough that there is a distinct place for the private school in the life of the Dominion.

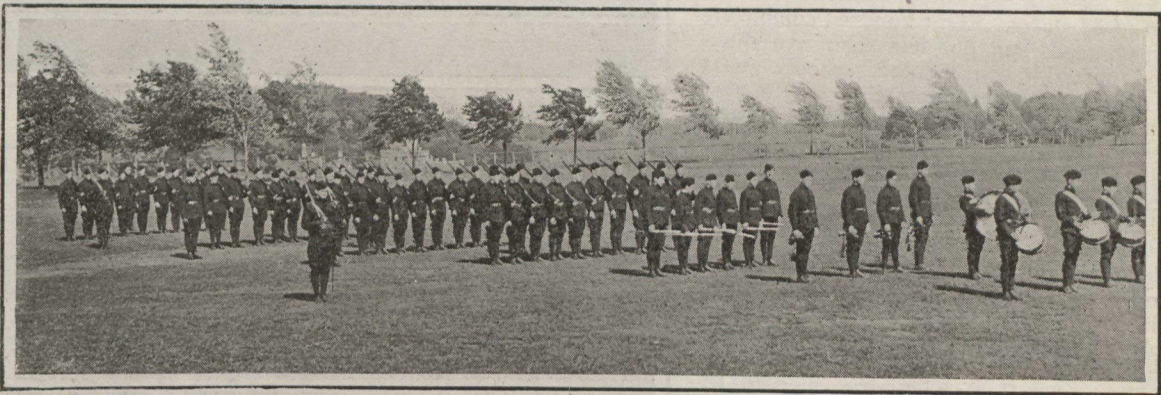
The Canadian private school plays now the part of specialist. In former days it was a general purveyor of education for the community. To-day that function has been taken over by the public schools, supported by the rate-payers. The public school teaches something of everything to all who come to its gates. It gives instruction practically for nothing. The public school is often too large and attention to the needs of individual pupils is almost impossible. Co-operation among pupils, parents and teachers does not exist as it should. The public school tends to become a knowledge factory where education is a mere mechanical process. The private school stands as a corrective of this tendency. It admits a limited number of pupils and charges them high fees.

The boys who enter private schools come from homes where the standard of comfort is often high. They seek a broader education than the public school can give. The private school responds by making an effort to bring under cultivation every side of the boy nature. It studies each boy in its charge, finds out his handicaps and weaknesses, discovers his hopes and ambitions, and tries to point out to him definitely how he may realize himself. The great difference between the public school and

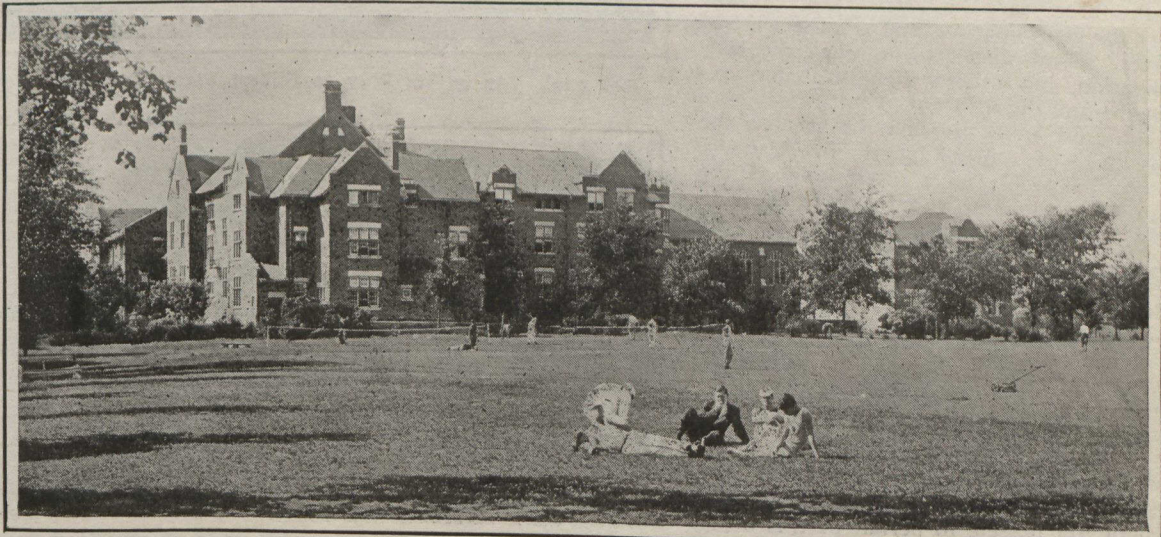
(Concluded on page 22.)



At Ridley College, Friends and Graduates of the School Have Erected a New \$15,000 Gymnasium.



The Discipline of the Parade Ground Means Character Building.



The Culture of the Campus is as Essential to Boy Development as Latin or Greek.