

## Notes and Comments

The holidays are again with us, and the end of June, 1901, sees another batch of College boys face to face with the world and life. It is extraordinary how rapidly the school population entirely changes. While of course there are some boys, who by entering the lower forms and working steadily up to the sixth, spend five, six, or even seven years at College, nevertheless they are, it is sad to say, rather the exception. And the fact remains that the school is almost completely different every three years. Possibly the tendency is on the whole to lengthen the stay at College.

There can be no doubt that it is advantageous to both the boy and the school that the boy should enter low in the school and pass straight through all the regular grades. It is only by remaining a considerable time that a boy can be impressed and impregnated, as he ought to be, by the traditions and life of a great school. If he comes in September and disappears in June, he has had no more than the bare time to settle into his place. He is now ready to be acted upon and moulded. There has been as yet no chance for the school to stamp itself on him, to colour his life for the years to come. What do birds of passage know of the countries over which they fly? Nothing. Similarly a year at boarding school, which is meant to finish many a boy's school life, is a top-dressing. And a top-dressing is—a top dressing.

From the point of view of the school also it is most advisable that the boys should spend a number of years under its care. It always takes some time to bring a lot of newcomers under discipline, to accustom them to the shackles which it is absolutely necessary to use. It is then provoking to see the boy, to whose care a considerable amount of thought has been devoted, suddenly at the end of a year flit. Just when the boy is now ready to get some good out of the school, and when on the other hand he may perhaps be in a position to contribute some little quota to the life of the school, he disappears with the summer term. As far as he is concerned it has been all take and no give. And the schoolmaster turns sadly in the autumn to the breaking in of a string of raw new colts.

Parents should first satisfy themselves as to the school to which they are sending their sons. Having done this, the next thing to do, and the only fair thing, is to give the school a chance to show what it can accomplish. It is just to neither the school nor the boy to remove him at the end of either one or two or three terms.

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The laying of the corner stone of a new building, the first outward sign of a definite forward movement to develop Upper Canada College into a great and permanent national institution, causes us to look backward over the path we have trod, and forward down the road leading into the future.