

thirteen, could not make a single letter. Out of 1,827 pupils, 787 mis-spelled "which," 699 mis-spelled "whose," and 403 could not spell the name of the town in which they lived. The examination in arithmetic showed that thirty-two out of seventy pupils over thirteen years of age were unable to do a simple example in addition of six small numbers. So says the *School Journal*, N.Y. The *Journal* does not believe that the county examined is a fair representative of the intelligence of the rural districts of Connecticut. The above is a very unsatisfactory showing in connection with the schools in the State of Connecticut. The remedies suggested by the *Journal* are (1) Normal trained teachers, (2) better salaries, (3) permanent positions as teachers, (4) efficient supervision. No exception need be taken to the proposed remedies; but there is one remedy, namely, a sense of responsibility on the part of the teachers for the proper and conscientious doing of their work, which really is the keystone of the whole life. If the work be eye-service, then in school-keeping, as in everything else, it will be "scamped," and the results will be disappointing in the extreme. The only abiding and efficient motive is, I am the servant of a loving, true, merciful Master.

All unseen the Master walketh
By the toiling servant's side.

This is a question for serious enquiry, What is the country doing to see that only such are in all the schools of the country? All admit that these are the only ones who should be the teachers of our children; but there the feeling rests. No decisive step is taken leading to continuous action. The Church must keep sleepless vigilance in this vital and never-ending duty.

WHY DO CATHOLICS WISH TO EDUCATE THEIR CHILDREN IN SEPARATE SCHOOLS?

HERE is the answer a Catholic gives to this question: "Because they have a profound conviction that religious and secular education should go hand in hand. They see seventy five per cent. of the youth of this country growing up and not following the faith of their fathers. They have not sufficient reverence for it to connect themselves with any church. They are growing up Materialists and Agnostics, and right here you have the 'milk in the cocoanut.' Catholics know very well that the public schools do de-Catholicize their children. We must not deceive ourselves. It is because we see in the public schools a mighty engine for destroying the faith of Catholic children, and Protestants themselves have acknowledged this." There is much truth in the above answer. We believe that it is not quite fair to the public schools in Canada. We will be pleased if some one of our many readers will send us a reply on behalf of our public schools. The charge against our schools is most serious, and if it cannot be met the present school system is doomed.

EDUCATION.

HAVING received information from the authorities of Queen's, Victoria and Trinity, we are able to continue the reference made in the May number of this magazine to the question of matriculation and graduation at the Canadian universities. The information is not as full and complete as we would have wished, still it is of such a character that we venture to hope it will be found useful to all who take an interest in the education of Canada, especially in that of Ontario. At Trinity the per-