

destiny, attains to somewhat of an eminence in education; but this success at best can be only temporary, and will depart with the living energy which first called it into existence. So long as the question is being continually asked, "Why do our Separate Schools not show better results?" without putting us in possession of the means to develop them, and thereby show better results, so long will we remain in the dust. Individual exertions locally, though good in themselves, will never systematize our schools or bring them into proper line. The work must be done carefully and slowly, and by a harmony of action on the part of the Catholic teachers throughout the Province. I would not assume the task of counselling the Catholic teachers of Ontario in the matter of Separate Schools, but I do venture to predict that unless Catholic thought unites, blends and coalesces to promote the interests of the Separate School, its efficiency will stand upon the same basis ten years hence as it does to-day. It cannot hope to advance without work, and we are literally beating the air if we work without unity of purpose and unity of action. The truth is, the Separate School is not doing the work which it might do if invested with proper legislation and care. This proper legislation I look upon as only a matter of time. It is said a germ of eternal truth never dies—neither will justice be suffered to perish while its spirit finds a refuge in the breasts of liberal mankind. I see before me a day when enlightened Ontario, proud of the educational wreath which binds her brow, points with just feelings of pride to the Separate School, and the part which it played in adorning, morally as well as intellectually, the minds of a great people. I see before me a day when we shall know each other in the matter of education as educators, not religionists; when every vestige of bigotry shall have been swept away, and Catholics and Protestants, possessing equal facilities and advantages, will vie with each other in adding to the beauty and grace of an already almost perfect school system. But before this halo of success lights up our path there is work ahead in the Separate School. We must pass over the same rugged road by which the Public School has reached its present state of efficiency. The same labour must be exerted on its behalf. The same indictments must be filed against it. We must arraign its wants before the bar of a committee of real and earnest educationists. We must seek for better teachers, a better support from our Catholic people, and a thorough and uniform system of supervision for every Separate School in the Province. It is with reluctance that I say here that the inspection of the Separate School by our High School Inspectors amounts to nothing. I do not, however, lay this at their feet as a dereliction of duty, for they are not expected, I believe, to inspect our Separate Schools in the true sense of the word, but rather *report* them—hence the work done. In every organization there must be a head, and upon every government must rest certain responsibilities. In the government of Separate Schools, however, there appears to be neither responsibility nor a head—not even a representative head. We know the weight attached to the importance of a thorough inspection of our Public Schools. Is there not a guarantee that the school is conducted according to law when it is subjected semi-annually to the vigilant eye of a good and painstaking inspector? And more, is there not a guarantee that the teacher is qualified, the school accommodation all that is desirable, the school itself fully equipped with school apparatus, graded properly and characterized with firm and judicious discipline? But without proper inspection, where are we? Like so many islands floating about in a sea of disorder, endeavouring to fasten ourselves to some visionary object. Yes, I verily believe the want of proper inspection to be at least one of the greatest drawbacks to the progress of the Separate School. We want men in Separate School education in whose brains are burning and upon whose

hearts are written the words "Catholic Education"—men who will make no compromise with duty. Such men we want as supervisors of our Separate Schools. Such men will do more in one year to render our Separate Schools efficient than a legion of tame advocates armed with the pen. Not an amendment passed recently in favour of the Separate School but if properly utilized will bear fruit a hundred-fold. The Catholic Model School in an especial manner will yet prove more than a dead letter in Separate School legislation. There can be no line of demarcation between the Catholic Model School and the County Model School, as the candidates of each must undergo the same non-professional examination, and I doubt not the same professional examination too. Therefore there can be no excluding Catholic teachers trained in Catholic Model Schools from teaching in Public Schools—save through an intolerance which prevails but little. It is proper organization and legislation we want to further the interests of our Separate Schools, and this latter, if we seek, I feel sure we shall obtain. There are more than twenty towns in Ontario alone where the resources of Catholics will compare favorably with those of the Protestant element in proportion to their numbers, and yet our Separate Schools in the same towns are not on a parallel with the Public Schools. Why is this so? Again, by recent Separate School legislation we are entitled to a Catholic on the Board of Examiners in certain places. Very good! Were it not that the Separate School up to this has slumbered, and the Catholic teacher lived in obscurity, we would not require to place this special clause among the statutes of recent school legislation. Verily it is time that we rose from our knees, shook the dust from our garments, and resolved to be no longer, even in educational matters, "the hewers of wood and the drawers of water."

UNGRADED COUNTRY SCHOOLS.

BY JOHN SWETT.

Condensed Directions.

1. Make as few classes as possible.
2. Age and evident *capacity* should be considered in making the classification.
3. Do not attempt to hear daily recitations in all the branches, but alternate the leading studies of the older pupils.
4. Keep classes, when they are not reciting, at work on slates, blackboards, or other definite exercises.
5. Economize time by drill exercises for the whole school, except the youngest pupils, such as simple operations in mental and written arithmetic, spelling-lessons, composition-exercises, etc.
6. Match your lower-grade classes against the higher, limiting both to the elements of the studies.
7. Take a half-day, weekly, for declamations, readings, dialogues, compositions, etc.
8. Visit your pupils, and make the parents your assistant-teachers.
9. Teach your pupils the practical things that, in your opinion, they need to know.
10. Do not discourage the older pupils by "turning them back to the beginning of the book."
11. Require the older pupils to correct the written exercises of the younger ones. Criticism is good mental discipline.
12. Let your oldest scholars assist you once in a while by taking charge of a small class. Teaching is good discipline.
13. Begin the collection of a school cabinet.
14. If you are a woman, give your girls an occasional talk on "domestic economy." Buy some sensible book on the subject,