

Our Home and School Page.

TO OUR READERS.

As our "Home and School" page is intended for parents and teachers we especially desire to make it both interesting and profitable to all who are directly interested in the training of children. We shall therefore take it as a favor if our readers will send us for publication short articles suitable for this page and which in their opinion will awaken interest or direct thought in the all important work of education. We shall also be pleased to receive inquiries upon any matter relating to Departmental examinations, subjects prescribed, programme of studies, etc., and will endeavor to answer in the next issue of the JOURNAL.

Please mark all correspondence "For Home and School Page."

In this and a few following issues we present in our first article, the discussion of some things that should be especially brought before the young, who are soon to enter upon the responsibilities of life.

SELF-RELIANCE

II.

Many a young man halts on the threshold of life's battlefield, falters and faints for what he conceives to be the necessary capital. He fancies a few thousand dollars, or some influential friend to secure a good situation for him, is all he requires to assure his fortune and make him a decided success in the world.

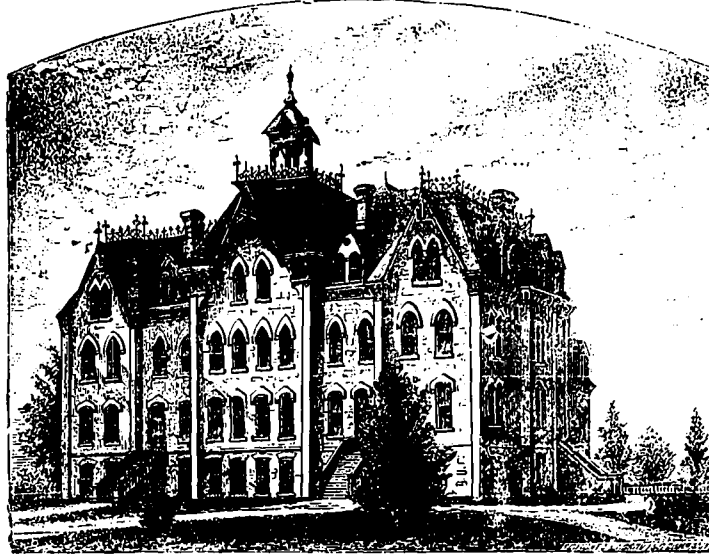
While the advantage which may arise from the possession of capital or from the assistance of friends is not to be deprecated, yet it cannot be denied that the best capital with which a young man can set out in life is robust health, sound morals, a good education, and a will to work his way honestly and bravely in the world.

Anyone who will study the lives of men who have become famous in the world, will find that a large majority of them rose from the ranks, with no capital save intelligence, energy, economy and a will to rise and conquer. John Jacob Astor, who became the wealthiest man in America in his time, when he was leaving the Fatherland for the New World, worked his way down the river to the seaport as a deck-hand on a small timber craft, and when he arrived in America he began to earn his living by selling apples on the streets of New York. Commodore Vanderbilt laid the foundation of his colossal fortune by ferrying passengers in New York harbor at twenty-five cents apiece. The late Sir Hugh Allan of Canada began life with scarcely a dollar and died a titled millionaire. And if we look over the limited circle of our own personal acquaintance we find this truth verified on every hand, that those who occupy the most prominent positions in the community, are usually those who began at the foot of the ladder, began literally in their shirt-sleeves—yes with their shirt-sleeves rolled up to their elbows.

Too many young men whose parents happen to be well-to-do in the world, are apt to think it is not necessary for them to exert themselves. Their fathers have worked—they will be idle and enjoy themselves. Their fathers have saved—they will spend. Their fathers are thrifty and strong—they will be shiftless and lean upon them for support.

It is an old saying that those who begin with crutches usually end with crutches. When the father has passed away, when his hard-earned money has been squandered, when the habits of

idleness, extravagance, dissipation, and fast living have taken a firm hold upon the young man, when the fatal results of such a life can be no longer avoided or concealed, when the character is destroyed, the physical nature undermined and the moral nature ruined, then will come out in bold relief, the sad consequences of the greatest curse that can come upon a young man of falling into such habits in youth and of leaning upon others for support when the lines are being distinctly drawn out which will bound his whole future life. If a young man is determined to begin in the opulence where his father left off, he must not complain if by and by he is compelled to leave off in the poverty where his father began. He should not be too anxious to enjoy and display his father's wealth, but should aim rather to emulate the uprightness and the diligence of his life. By so doing he will nobly establish his own character, lay a sure foundation for his future usefulness, and bring credit to the name and gladness to the hearts of those who did so much for him in his childhood and youth.



PICKERING COLLEGE.

About 25 miles east of Toronto and a little north of the sequestered village of Pickering, stands Pickering College, the most imposing structure for miles around. Its Quaker founders, firm believers in the fresh air doctrine, laid its foundation morally as well as literally upon the heights, and time's shifting sands have had no power over it. This elevated position has its drawbacks, the principal one being the distance fuel and provisions have to be carried, but these are more than compensated for by the healthful air and magnificent view that greets the onlooker when the summit is reached.

To the south, as far as the eye can reach, lies lovely Lake Ontario, while in the near distance is the picturesque village of Pickering.

Pickering College was established by the Society of Friends in 1877 and rapidly gained for itself a provincial and national reputation. At the first annual reunion, held last September, ex-students in large numbers and from far distant homes assembled to honor their vigorous young Alma Mater and express their joy in the institution's present prosperity.

Co-education of the sexes is a leading feature of this college. The founders believed, as all right-minded educators should, that such association softens and rounds the character of the boys, and strengthens and makes practical the more pliable nature of the girls. That this has been the result witness the change from the hobbled-hoy youth to the manly, upright (physically and morally) boy and the straightforward, non-lackadaisical girl.

Pickering College is a preparatory and collegiate boarding school, prized particularly by parents and guardian, who wish to have those under their care morally, as well as mentally, educated. Its collegiate and business courses are thorough and practical. Its staff, consisting of nine highly certificated teachers, is a most capable one. The fees are very moderate, the board good, the college well heated. For particulars, catalogues, etc., apply Principal Firth, Pickering, Ont.

The Education of Mothers.

If woman is an inferior being her education should be adapted to that inferior condition; but as all physiological and psychological research goes conclusively to prove two facts:—First, that human nature is one, and second, that differences of body do not necessarily imply differences of mind, it follows that her education in all that relates to the culture and strengthening of the soul, which includes both the intellect and the affections, should be of the same grade as that provided for man.

Everything which pertains to the development of the faculties, independent of avocations and professions, should be the same for all individuals, according to their time and opportunities, in the order of Providence.

There is no greater enemy to general education than the idea which seems to be growing in the minds of many, that education is not necessary to the great mass of people engaged in common pursuits; and the idea that women, not being engaged to any extent in the learned professions, do not require a high education is equally erroneous and mischievous.

The existence of one Newton does not prove that all mankind can become Newtons, but it does prove that human nature has powers capable of such sublime exhibitions of strength and learning; so the existence of such women as Mrs. Somerville and Miss Herschell, remarkable for learning and intellectual eminence, does not prove that all women may become distinguished mathematicians or astronomers, but it does prove that there is nothing in her nature and constitution, which renders such eminence and attainments naturally impossible. It proves that women have the same faculties and are capable of the same culture and acquisitions as men. They are not inferior or opposite, or totally different from men in the essential elements of character.

This established, every care should be taken to make all necessary provision therefore, because women are the first teachers of our race. There is no possible substitution. During the first five years of the infant's life, and usually much longer, almost its sole teacher is a woman, and in nine cases out of ten, mothers guide and influence their sons and daughters through the whole period of youth. Yes, their influence passes far beyond this, and directs in no small degree their pursuits and happiness in life.

If they do not teach science or literature, or govern in the selection of employments, they impress their passions, their prejudices, their views upon their children with a strength and durability, which all subsequent education and experience can scarcely efface.

The tree inclines as the twig is bent, and it is usually the mother who gives that bent to the twig. Her influence is like the silent dew of heaven; it falls on the soft soil of the soul, and every young and tender plant springs up to meet it.

This ever-present yet gentle and almost invisible influence is the greatest single influence which inclines and directs the world. In fine, both by the sympathies of nature and the principles of imitation, the mother is the model teacher of the child, and this truth furnishes at once the beginning of a perfect system of education, viz., the education of mothers.—Condensed from Mansfield.

Something to Remember.

One book or one lesson perfectly and thoroughly understood would do you more good than ten books or ten lessons not half studied.