

TEACHING STAFF OF LONDON COLLEGIATE INSTITUTE.

Science.

F. W. MERCHANT, M. A., *Principal*.

Classics.

R. A. LITTLE, M. A.

Mathematics.

R. A. GRAY, B. A.
G. A. ANDRUS.

Modern Languages.

T. C. SOMERVILLE, B. A.

History of Geography.

A. HOTSON, M. D.

English.

MISS L. RYCKMAN, B. A.

J. A. McMILLAN, B. A.

MISS F. HANSON.

Commercial Subjects.

N. WILSON.

Art.

S. K. DAVIDSON.

Janitor.

JAS. JURY.

MR. MERCHANT'S REPLY TO THE STUDENTS.

To CHIPS:

I thank you for the hearty words of welcome you were good enough to address to me in your Christmas number. I can assure you that I appreciate the friendly tone of your remarks, and your kind wishes for success in my new field of labor. I trust that your expectations for the success of the Institute may be realized. While it is impossible for me to predict what the result of my work may be, yet it may not be out of place to point out here the object that, I believe, should be kept in view in the management of any educational institution.

It should exist as a centre of culture. I do not use the term in its common, restricted sense of mere outside polish or veneer, but with its broadest and deepest significance.

Culture involves the possession of knowledge; ignorance is weakness; culture is synonymous with power. It is the business, then, of any educational institution to impart knowledge, but this should not be considered its highest aim.

Culture involves mind growth. As physical power lies hid in the slender muscles of the babe, so mental power exists in the untrained mind; and development in some direction, must, through inherent forces, necessarily take

place. The school should foster this development—watch over it and see that it is complete and symmetrical. This should result in another element of culture, the power to use knowledge. This is a practical age. There is no room for the mere book-worm. The world demands practical results, and the teacher is out of touch with the times who places knowledge before skill. It should result, too, in the development of moral power, and the upbuilding of character. It is sometimes said that this or that man is an "educated rascal". No such being exists. Rascality comes not from culture, but is the product of ignorance, or more frequently of partial and one-sided education. The educator, then, who leaves out of count in his training the moral faculties of the mind, but partially understands the scope of his work.

I desire to know nothing better of the graduates of the London Collegiate Institute than that they are true men and women, fully equipped with the knowledge necessary for the sphere in which they move; possessed of intellects, keen, active, and trained to meet the practical experiences of life; and guided by moral principles based on the precepts of the Divine Man.

F. W. MERCHANT.