## THE FAMINE IN IRELAND.

rending account of the distress in the West.

Sir.—As the Chairman of the Irish Parliamentary Party is anxious that more publicity should be given to the distressing facts, known only to those who are straining every nerve to help the people in their sore need in West.

For Irisala, I should like to confirm from my own experience. Miss Maud frome's letter publisheding The Freeman of Wednesday, Mauch 30th. I feel as she does, that 'I am powerless to describe the sulfaring I have virtuessed,' both here and in Mayo—and I confess I dread most deeply what the next hive mouths must nevitably bring. The people are 'lost' for want of timely high. Here, it is true, as obsowhere, many people have either and the my high past, they could not pay for them, or perhaps "the only old cow" be taken for the dobt. As a poor widow said to me, "Why should I ask thom, when I still owo 5s arrears for the last seed." She had nothing to put in the ground therefore famine for horself and children was actually before her for next winter as well as the summer of the method in the compact, for they had nothing the summer and the shopkenpers refused them method the summer and the shopkenpers refused them method in the part of th

cise, and the snopheopers reduced them meal.

This week, in the parish of Ballyna-kill, Co. Galway, it is true, 20 tons of beautiful seed potatoes have been distributed by the parish priors (as a grant from Dublin or Manchester, I am not sure which, sax stones on the average being given to each family holding land. This new seed is a great boon for the future, but the actual produce to be hoped for from sux stones for next winter's food is hardly a cheerful outlook.

Throughout this parish, Ronvyle Dispensary district, which covers many squre miles, there has been a terrible seourge of measles and complications; almost everyone in every cabin being knocked down by them; the misery and suffering greatly intensified by the bad weather, and because the poor mothers had no nourishing food, even milk to give the children. "Yellow meal makes them sick, and so does the black tea," I have been told over and over again, to ence as a child of 4, suffering from measles, "died from drinking the oold water;" and I saw myself in that cabin, a week afterwards, the poor mother had at in cup with warm water and sugar by the turf fire to give a poor little lad of 6, "cheed up" with brouchtis or measles; "they had nothing else." Last year a kind farmer when had "great pity for the children," lent a family a cow, but "it died on tiem." This was ter again he lost hem and the poor mother tool the season when the man are added to the was were allowed the was "afraid they would lose the cow, as they had no rood for themselves or the cow, and she would do so them again." A decent was were allowed the was "afraid they would lose the cow, as they had no rood for themselves or the cow, and she would do not them again." A decent man came to me yesterday for the price of a coffin for his "fine little boy of three." who had died for want of care and neurishment, and having lost a young Commenta pony worth £15 by an accident last week, he had been re-tused by three shopkeepers a stone of four. The tears rolled down ms faces as he told me the story. He showed me those wretched blue papers, meaning processes for rent and shop debte. Four other children have been down with the measles, and I faar from what I hear, as Miss Gonne truly calls them; "family now and to be powerless to help. A far the story of the story of the story. He was a libear and the lost of the far the story of the story of the story. I have been down the his part of the story of the story of the story. I have been down the his work of the

to sell another, and she said—" No one asked me why I brought her, and they had to sufter on. What the men want is work, not charity. If he tries to get it he goes to the priest, who seeds him to the guardian, who, in turn, sends him to the relieving officer. If he gets his name down it probably will be struck off by the guardians (ex-office), or by the local towerment Board inspector. Then there is nothing for it but star vation from now until August for men, women, and little children. There are thousands of tamines in this position at the moment in the congested districts. They are "processed" for shop debts and for rent, and some are in danger of eviction.

for rent, and some are in uauger or oviction.

The cruci and heartless way in which the people are being treated is enough to make them for ever rebois against the Sassanceh () yerament; and I cenfess "a sacred wrath" takes possession of me, too-Sassanach though I am when I see so much suffering uncared for, and. "the slow hunger" unrelieved. Every day I hvo I feel more strong by the truth of the words of a noted Protestant historian and Young Irelander—

ly the truth of the words of a noted frotestant instorian and Young Irelander—
"That if Ireland had control of her own laws, the onjoyment of the fruits of her own mdustry, there would be no need of public relict and public alms." But until that good day comes, the people must be saved from the results of the present ovil system in which vest numbers of our follow-countrymen, the peasants of one of the richest nations the world ever knew, have not leave to live."

"Famine is in thy cheek, Need and oppression stareth in thine

oyes
Upon thy back haugs ragged misory;
The world is not thy friend
Nor the world's law"
—Yours sincerely,
ANY M MANDER.

Tully, Letterfrack, Co. Galway, April 2, 1898.

THE DISTRESS IN COUNTY GALWAY. The Superioress of the Convent of Meroy at Tuam writes:

The Superioress of the Convent of Mercy at Tuam writes:

Drail Sim. On behalf of the distressed, the sick and dying poor visited and relived by us, I appeal for assistance to the kind and charitable sympathizers of God's poor. Our only means of helping them comes from the proceeds of an annual bazaar and the contributions of the charitable, which if withdrawn the good work cannot be continued. Even in the most prosperous of times the amount realized by the bazaar was in adequate to the wants of the poor. In a year such as this piuching want, bordering on famine, is experienced in the poor streets of our towns, so that it has become more urgent on us to extend the scope of our cippeal and enlist additional co-opeastors in our work of charity. Untold good may be done by even a little help given in time. Hundreds are relieved in the course of the year from this fund Indeed, the boon is not confined to the poor of the neighborhood, for they come from long distances, surround our gates, and fill the air with their pitoous cries for help, and beseeching us advocate their wretched cause with the wealthy. Unfortunately, the means that were at our disposal are now exhausted, so that this work of charity cannot be continued unless apported by those who are blessed by God with the goods of this work of charity cannot be continued unless apported by those who are blessed by God with the goods of this work of charity cannot be continued unless apported by those who are blessed by God with the goods of this work, I continue of the forthcoming bazaar, I remain, sincerely yours in Christ, Sister Mark Fir. Stoker.

Sister Mark Fir. Stoker.

Convent of Mercy, Tuam, Co. Galway. April 4th, 1898.

THE DISTRESS IN WEST CLARE

The following resolution of the Kilrush Board of Guardians shows the pressure that is being brought to bear upon an indifferent government:

indifferent government:
Resolved—That we, the board of guardians, inaving regard to the fact that the amount that it has been necessary to expend in outdoor relief for some time past has been very large, and that this rate of expenditure must in all probability continue for some time to come, are of opinion that the resources of the union will of themselves be in adequate to meet the extraordinary demands on them, and, as we are not prepared to adopt the scheme or relief prepared to adopt the scheme or relief prepared to adopt the scheme or relief prepared to another than the second involves the think that are a course of the relief prepared to a course of the relief prepared to a course of the relief prepared to the relief p

Miss Jane Barlow has a fine, but pathetically painful poem in the London Speaker, entitled, "A Mismderstanding." It is a picture of a mother's effort to soothe the craving of here children and her own aged mother for food, in this year of hunger in the West of Ireland. But "to young and old, were they all to understand." So:—

Many a time I wished to God, Not so much that He'd contrive For the creatures bit and sup, Since the highly's upon the land; Scarce a spud lett, scarce a sod, Thit the folks can hardly live, And I wouldn't ask Him aught That He mightu't have to give—But I wished they would be let Have the sense to understand, So that less they'd grieve and fret, and be sure I grudged them naught. "Tis my bitter griof," she sand fret, and be sure I grudged them naught. To speak some witless kindly sought To speak some witless kindly sought To speak some witless kindly sought To speak some witless kindly sought. So far she looked felds of the sea, William of the season of the season of the season of the season. "Tis my beart's long grief," said she, "For they ne'er could understand."

The pens of these noble women whe have pierced to the sorrow of the West.

The pens of these noble women have pierced to the sorrow of the V may teach a public its duty even wall other appeals fail.

## TEACHER AND PUPIL.

REPORTED FOR THE RESERVE.

THE REGISTER gives below a greatly condensed summary of the address delivered before the Educational Convention, last week, by Dr. MacCabe, Principal of the Normal School, Ottawa, on "The Personality of the Two, on "The Personality of the Teacher Re-appearing in the Pupil,"
The address orested very considerable interest, its author speaking before one of the largest audiences of the

sical, intellectual and moral is, to a great extont, a process of absorption, an absorption of surrounding elements into the body and mind, an arrange-ment, an assimilation of materials so as to incorporate them into the being to whose growth and development they are applied. In Leibnitz' phrace, the boy or girl is a social monad, a little world which reflects the whole system of influences coming to stir its sensibility. And just in so far as his sensibilities are stirred he imitates and forms habits of imitation; and habits they are character.

It is inevitable, therefore, that the

child, under limitation of heredity, nake up his personality by imitation out of the "copy" set in the actions, temper, emotions, of the persons who build around him the social enclosure temper, emotions, of the persons who build around him the social enclosure of his childhood. In this formation of the child's character by mitiation, the models set by the parents and by the teacher play a most important part. The influence of the parent is great; and it must be admitted that the teacher, who, for so large a portion of the time, stands "in the place of the parents" for a whole neighborhood, must exert, for good or ill, a power whose effects are eternal. It has been well asked, Was there ever a group of school children who did not noted a "iplay" school, erecting a through of the control of the parents of the cacher; And with what accuracy, with what naturalness, is this "taking off" done. How the gait, the voice, the gestures, the manner and mannerism, the eccentricities, the exhibitions of feeling or passion are faithfully pictured out. The large place which this "iplay" school occupies in the recreations of children shows the deep impression made by the And now to enter on details. The personal appearance of the teacher is

school life.

And now to enter on details. The personal appearance of the teacher is the first influencing element of the teacher's person and dress should not betray either slovenliness or foppshness, though, possibly, the latter is the lesser evil. The eleventy teacher will most certainly have slovenly pupils. He cannot cultivate, or appeal to, their teats for cleanliness and neatness of person, while he himself sets an example of the opposite. Any carelessness, or unbecomingness, in person or dress in the teacher will induce the same carelessness and unbecomingness in the pupils. These things are out of place in any one, but most out of place in any one, but most out of place in the teacher. The next influencing element of the teacher's personality is the spirit and practice of order. The first evidence of order should be in the teacher's regularity and punctuality of attendance. A teacher who wishes to check that banc of shool work—irregularity of attendance—must never set the example of irregularity. School regulations say that one of the teacher's duti-s is to see that the school-house is ready for the reception of pupils at least fifteen minutes before the time of opening in the morning. If this is faithfully carried out by the teacher, it will go a long way towards training them to habits of regularity. In the matter of punctuality the teacher should begin every part of the school work at the exact time allotted to it. And, as the teacher should open the school punctually at the appointed hour. Continuing the school work after the regular hour for closing, is considered by some a laudable, by others a questionable, virtue. I agree with the latter opinion. Teachers and pupils who do honest work for the period of six hours earn a relief at the exact moment set by regulations. Order demands it, trathic emands it.

regulations. Order demands it, health demands it.

In this connexion, I may refer to the want of punctuality in opening public meetings. How many times do we hear this dialogue: "Will you come to the meeting this evening?" "Yes; what is the time of opening the meeting?" "Eight colock!" "O, that means twenty minutes after eight, or half-past eight." And, indeed, very often this is the meaning. How has this come about? The force of example set in earlier days—not in the school-room, I hope—is responsible. Want of punctuality on the part of the teacher will be copied by the pupil, will be carried by him, into his after life, where the school boy "behind time" has developed into the man "behind time." A visit to some cohools during work or recess will give another illustration of order or want

of order. Books, rulere, penells, crasers, paper, etc., may be thrown oareleasly on desks, or under the desks, on window sills, on blackboard led, es, or the teacher he spoken of this several times, but look at his own desk or table. Is it a pattern for the pupils? Are the books, pencils, paper, etc., on the teacher's desk or table an example of orderly arrangement? If so, then pupil stable and the second part of the pupil stable and the second part of the pupil stable of the teacher. If not, then each pupil, in the disorder of his school material, it only a "copy" of the teacher.

Otherfulness, hopefulness, patience, confidence in the pupils, good temper, carnestness, love for the work of the school and for the pupils—all those, as elements in the teacher's personal ity, and consequently elements aborbed into the poresonality of the special parts of the pupils, may be treated as one topic. It is said that the teachers, in general, do not try to make their pupils happy, that in the language of Goldsmith describing the village teacher:

Well had the bedding tremblers learned to trace

Well had the boding tremblers learned to trace The day's disasters in his morning face.

wein that the boding fremblors learned to trace
The day's disasters in his morning face.
Dr. McLellan, in his psychology, in speaking of the origin of sympathy says: "Sympathy has its origin in the contagious character of feeling. Lughing and crying are both 'catching.' A person is depressed if he goes into an atmosphere of sorrow, even if the sorrow does not touch him personally; or even if he does not know the cause of the grief. Children are constantly manifesting such sympathy. This imitative sympathy is a factor which the teachers may largely rely upon, especially with younger pupils.' Dr. Arnold says that the chief characteristic of the teacher ought to be that he can rejoice with them that rejoice of the teacher ought to be that he can rejoice with them that rejoice. Ohildren are, naturally, cheerful and hopeful; they should find their cheerfulness and hopefuless strengthened by what they discern in the teacher's voice and manner. The world will give them enough corrow and pain; but if, by the teacher's example, they are trained to look on the bright side of things, trained to look for a "silver lining," in every cloud, they will in after life look back with gratitude to the cheerful, hopeful model of their school days. And the teacher who is earnest, who loves his work, and loves his pupils, will lead them where he wishes:

He, whene'er he taugt, Put so much of his heart into his act,

He, where'er he taught, Put so much of his heart into his act, That his example had a magnet's force, And all were swift to follow whom all loved.

Another influencing element of the teacher's personality is courtesy—courtesy in language and manner towards his pupils in particular. The teacher in the school-room should be a gentleman among—what his pupils ought to be—ladies and gentlemen. The courteous manner and language of the teacher will live in the courteous manner and language of the teacher will live in the courteous manner and language of the teacher will live in the courteous manner and language of the teacher. When the community. The refined language of the teacher will be assimilated in the pupils language. If all coarseness, slang, vulgarity and profanity are absent from the language of the teacher, this will go a great way to banish such characteristics from the language of the pupils. We know that coarseness, slang, vulgarity and profanity in language are prevalent at the present day. In fighting against this the teacher has "up-hill" work but a steady adherence to purity of language—using the wu 3 "purity" in its widest meaning—will go a long way towards refining the language of the pupils. In this connection may be mentioned the irritating effect of a loud, rasping voice, added to awkward gestures and movements of the body. A noisy teacher will make a noisy school. A quiet, gentle teacher, with will-energy and will-power, is sure to make a quiet school. The polite teacher will have polite pupils. The teacher who says, even to the "least" of his pupils, "if you please," and, "I thank you," will find the courtesy, a head power which will mark his actions through life.

Here I may be allowed to express my regret that "young Canada" is growing up sadly deficient in what i would call "reverence"—reverence for cid age, reverence for parents and those in authority, reverence for sacred things; sympathy with the lower animals in their wants and sufferings. It is the special work of the teacher, by example, as well as precept, to plant and nourish in his pupils this much needed reverence and dymmathy.

Another element in the teacher's personality, o

Tongues in trees, books in the running brooks,
Sermons in stones and good in everything.

The teacher who takes his pupils on excursions, who introduces them to

the woods and fields, the lakes and rivers, the burds and flowers, who shows the beauty of earth and sky, and his own love for this beauty, will make on the young hearts and muds an impression for good never to be effected. With this love of nature, which the teacher by precept, but still more by example, will insuit into the minds and hearts of his pupils, he must by similar precept and examples with love of country. The teacher must be a patron "to his finger the "Pride in loyalty to our country, faith in a glorious future for it and for the people, should show themselved in every word, in every act, of the teacher. The pupils will catch the enthusiasm, the patriotism.

Among the higher elements of the teachers persenality—those which go to form and build up character—the first, which I shall consider is truthfulness; truthfulness in act as well as in word. First, "tuthfulness in pro-

inces, which I seal consider is truthulness in act as well as an word. First, "ruthfulness in act as well as an word. First, "ruthfulness in promises to the children. What the teacher promises to performed at all heards. What an effect on the Lapla heards. What an effect on the Lapla hear as a broken promise of the teacher, what an effect has a series of broken promises. How the pupils will apply in their conduct towards one another this lessons or readily learned from their model the teacher. The teacher should set the example of truthfulness un all matters connected with school work, in this full properties of the teacher in the crack state of affairs in school work, and discipline, in examinations, public and private. In any deception by the teacher the pupils are forced to have a share, and this characteristic will be carried into practical life. This is a serious matter to have any pupil is our schools say he learned lessons of deception from his teacher. Justice and mimpartially in the teacher's personality, and the effect on the pupils, as thus referred to by Professor Pulsars: "The moral training received in a well-conducted school, from observing the example of strict and impartial justice in the conduct of the master, his kindness to all, his paternal regard for their improvement, his patience with the slow, his encourage ment of the quick, his unrufild severity of temper, and his reluctance to punish, is far more important to the pupils well-being in the world, and his platence which as boy draws for himself, almost unconsciously, from a teacher's demanding the professor than any direct instruction." And now, I come, finally, to what has been prograpy called the wish is placed in the world. What are the guide and controlled by morality and religion. The grandeur of the work to which the teacher is called, and the awful responsibility—a life guided and controlled by morality and religion. The grandeur of the work to which the teacher is called, and the awful responsibility which is placed on him, is t

others, have answered this question. The Scriptures say: "Sack ye first the kingdom of God and her righteous ness"; and Carlyle says: "Love God, this is the overlasting Yea, wherein all contradiction is solved, whereon whose walks and works it is well with him." For the true teacher life means good; he finds strength and joy in this wholesome and cheerful faith. The true teacher loves knowledge because God knows all things; loves because God knows all things; loves because God knows all things; loves the souls of his pupils because the souls of his pupils because the souls of his pupils hecause the laws of Nature, the narmony of God's attributes. If the teacher's deal is secunific, he descovers in the laws of Nature, the narmony of God's attributes. If the teacher's deal is philanthrophic, he understands that love which is the sams, aim and end of his is also God. We need men of gonius who live for God and country; men of setion who seek for light in the company of those who know; men of religion who understand that God revenls "inself in science and works of Nature as in the boat of the seal purity of intention, to the conscience steadfastness, to the mind force, phability and light; or in other words, how to bring philosophy and religion to the said of the will, so that the better self shall prevail and each generation introduce its successor to a higher plane of life. To this end the efforts of all teacher's own life should be a guide to lead the way. The aim of the teacher's own life should be a guide to lead the way. The aim of the teacher is not to have single place but to have preater work is that his pupils are not to have mor

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