

class such teachers as have displayed unusual ability and peculiar aptitude for their profession, and to form therewith a "Special Class," to receive an additional year's training, so as to qualify them for any of the higher positions in the profession; and it was Mr. MacCabe's good fortune to be one of the chosen few so selected, and to pass an exceedingly brilliant and successful examination on the completion of the "Special Class" extra year's training.

During his Normal School career he exhibited, what so many of his countrymen have done, a marked love and appreciation of the beauties of our noble English tongue; and on the completion of his course, he was at once appointed to the distinguished position of Head English Master of the Diocesan Seminary at Belfast. Subsequently he filled similar positions in the similar Diocesan Institutions of Kilmore and Killarney; and we need only say that his success in each of these places, was sufficiently great to induce the authorities to make strenuous efforts with a view to securing his continued services.

But about this time, he, in common with many others, began to realize the capabilities of our then infant Dominion; and seeking for himself and family a wider sphere than was offered in his own dear "land of the Shamrocks," notwithstanding that he had then Matriculated into the Catholic University of Dublin, he determined to abandon his chances (and in his case, they might be called certainties) of University success, and to throw in his lot with his kinsmen in British North America. Before leaving Ireland, however, he passed a most successful examination for the position of Her Majesty's Inspector of National Schools, the highest examination on the "National" School programme; and to the few teachers in our midst who object to the length and number of subjects of Examination for First Class Certificates,—which qualify for similar positions in our Ontario Public Schools—we may say that the corresponding examination in Ireland lasts for some fourteen days, and embraces a variety of subjects not included in our less extensive curriculum.

In June, 1869, Mr. MacCabe became a citizen of the Dominion, and took up his residence at Truro, in Nova Scotia. The Mathematical Mastership of the Nova Scotia Normal School was then vacant, and he was immediately appointed to that position; but a short time afterwards, on the promotion of the English Master to the post of Principal, and his then assuming charge of the Science department, Mr. MacCabe was, at his own request, transferred to the more congenial position of English Master. In this capacity he succeeded in giving the most unbounded satisfaction to the Educational authorities, and to the public at large. It is not the least exaggeration to say that his success as a teacher of English, in all its branches, is to this day a "household word" in Nova Scotia. During his career in the Truro Normal School, he published a text book on English Grammar; and, notwithstanding the changes in methods and modes of treatment of this most debatable of all subjects, his book still retains its firm hold on the public of Nova Scotia as the best, as it is the only authorized, work on English grammar in that province. No stronger proof could be given of the exceptionally high estimation in which its author was, and is, held as a teacher in this most difficult branch; and when we consider that this high reputation was gained in the short period of six years, for that was the extent of his stay in Nova Scotia, we must endorse the opinion of his Irish admirers that he is in every respect thoroughly qualified for the position of teacher, but especially of the English branches.

It will be remembered that on the completion of the Ottawa Normal School, in 1875, it was universally conceded that justice demanded the appointment of at least one of our Catholic fellow-countrymen to a mastership in the new institution; and the late Chief Superintendent, Dr. Ryerson (who possesses, in common with the 1st Napoleon, the late Duke of Wellington, the late President Lincoln, the present Earl Beaconsfield, and other great organizers, the rare faculty of appointing, in every instance, the right man to the right place), at once accepted the proposition of appointing Mr. MacCabe, whose abilities were well known to him and the Council of Public Instruction, to the important position of English master in the new Normal School. Of course there were some few who croaked and predicted that the appointment would be unsatisfactory, and especially so since the complexion of the staff made it absolutely necessary for the new English master to be appointed to the position of Principal also. Time, however, tries all things; and the unprecedented success which has attended the Ottawa Normal School since Mr. MacCabe was transferred from the English mastership at Truro to the corresponding position, with the Principalship, at Ottawa, has triumphantly vindicated

the action then taken by the Chief Superintendent and the late Council of Public Instruction.

Entering on a competitive career with the old and well established Normal School at Toronto, the Ottawa School had somewhat exceptional difficulties to encounter; and it must have been a cause of proud satisfaction, not only to the Principal and his able staff, but also to Dr. Ryerson and his late associates in the Council of Public Instruction, to learn that on his visit to the Ottawa Normal School, a few short months ago, the Minister of Education was able to say, "The school here has done its work as well as the one at Toronto." No higher praise than this could possibly be given to a young institution, and none more gratifying to the Principal and staff.

Last year the University of Ottawa did itself and him the honor of conferring the degree of M. A. on Mr. MacCabe, an act whereby it at once acknowledged his special fitness for the position he at present so ably occupies, and its acceptance of him as representative of Catholicism in the branches of superior education. His former pupils unanimously agree that he possesses in a very marked degree the qualities of suavity and firmness so essential in the Principal of an Educational Institute, no less than the tact and ability so requisite in a trainer of those who intend to adopt teaching as their profession. He has filled every possible grade of a public teacher's career, beginning with the subordinate position of "monitor," and rising to his present exalted position as Principal of one of our Normal Schools. In every position he has succeeded in giving the utmost satisfaction, and there is every reason to believe that his success in the future will correspond with the past career which has raised him at such an early age to the proud position which he now fills with such success and approbation.

Gleanings.

CALISTHENICS IN PUBLIC SCHOOLS.

Bodily exercises greatly increase the activity of the lungs. They cannot, therefore, be truly beneficial to the whole system unless carried on in pure air.

Where there are open grounds convenient to the school, the practice should be performed in the open air, except when the weather is inclement.

The second choice would be a spacious hall, well lighted and ventilated.

Corridors may in some cases suffice, where no strong draughts of air strike the pupils.

It is not advisable to use class rooms, unless the air in them has for some time before been purified by thorough ventilation. It is a fact much to be regretted, that notwithstanding the strictest rules and orders, teachers will very frequently neglect the ventilation of the rooms to which they are accustomed.

Wherever a better arrangement can be made, it is not advisable to have the pupils exercise between the seats in class-room, because this does not allow of natural and graceful motions and positions, which are desirable, although of secondary importance.

If the exercises are carried on in-doors, the temperature should be 60—65° Fahrenheit (=15—18° Centigrade).

During the practice the windows must be open (but not so as to create a direct draft), and closed again immediately when it is terminated.

Children should be impressed with the advantage of loosely fitting clothes to the ease of the movements and a healthy circulation of the blood; tight lacing ought to be discouraged.

The exercises should at first be gentle, increase in force during the lesson, and then gradually diminish, so as to leave the system in as nearly a normal condition as possible at the close of the lesson, in order to avoid taking cold. But all the movements must be vigorous.

The time ordinarily set apart for play and recreation must in no case be used for the Calisthenic exercises.

Systematic physical exertion requires mental concentration as does any other study. It is the opinion of all rational physicians and educators that the pupils ought to be allowed a few minutes of liberty, to relax their nervous tension, between each two lessons of any kind, and Calisthenics should be no exception.

No apparatus is required for this class of school-exercises. Still, where there are no objections to the necessary appropriations, light