To. Mr. Murray we tender our sin cere sympathy and would say:
"More homelike seems the vast "More homelike
Since she has entereit there. To follow her were not so hard, Wherever she may fare On any sea or slore Whate'er betides, thy lo
Last week brought welcome showers of rain, and warm weather now prevailing, there is every as surance of a good crop this year.
A new confessional, certainly very fine piece of workmanship has been placed in the Church. It is a great credit to Mr. Keenan who is the architect.
A Marquee erected in Gratton
school grounds, where the "ante" school grounds, where the "ante"
and "post" reception could be lheld for worshippers in St. Mary's might be in order. $n d e e d$ the Ger The misuse of the English lan guage by passers by, on account sidewalk might thus be avoided Regina Catholics, move on. Your correspondent certainly "Regina notes" who have sent of many kind words of enquiry both verbally and through the mails during the enforced temporary ab sence of the "Notes" from the col umns of your valuable paper. These courtesies are very pleasing, and
the fact of being told that we are the fact of being told that we are
missed, is most acceptable, even missed, is most acceptable, even
though we feel satisfied that we really and candidly do not deseri what is so kindly said of us. GENA MACFARLANE.
FIRST PRINCIPLES IN EDUCATION.
A Paper Read Before the Dominion Rev. Lewis Drummond, $5 . J$.

The thoughts which I purpose submitting to your kind consideration turn on the importance of
First Principles in Education. By "first principles" I mean the fundamental assumptions on which an educator works, the philosophical basis of his efforts. He may not call it his philosophy, but such it
undoubtedly is. No mistake can be greater than to suppose that philosophy is but a mental luxury for the few. An implicit, unconscious,
but very real, philosophy possesses but very real, philosophy possesses
the mind and influences the conduct of every peasant. Metaphysical doctrines, sooner or later, filter
down from intellectual summits to the lowest social stata, and be-
come, for weal or woe, the very marrow of the bones, first ver school, then of a society, ultimate-
If, for instance, we find among a large class of teachers a marke
tendency to take up with whatever is new, and as the phrase groes, "up-to-date" in education, we may be sure that this tendency springs from the unquestioned axiom or first principle that the human inteilect is developing from an originally savage state to a future state of unimaginable perfection. Once admit this as a first principle and you are justified in expecting that the newest theories, provided they meet with a pretty general acceptance from those of our contemporaries whom popular rumor stamps as experts, are very likely the best. But, to every independent
thinker will occur the previous question, "Is this principle based on fact? is there any instance in civilized and cultured by its own unaided impetus towards perfection? cent experence show how arduous and how seldom permanently effectual is the process, even when applied by highly civilized and de-
voted teachers, of civilizing the savage?
Does history prove that the atural impetus towards perfection produces in fact anything like progressive development of the higher powers of the mind? On the contrary, do not the open records of the human race describe periods of great intellectual development in the fine arts, literature and philosophy followed by other periods of marked intellectual inferiority? known nation, if sufficiently pro'


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Dropsy and ail Kidney and Bladder ables. doAn Kidney pilk Co..
longed, present epochs of growth, cither rapid or gradual, culmina ing in an age of comparative The andor, followed by decay? obvious to the educations is tudies the past. Stceped as he is on the traditions of bygone ages, he is fuily armed against the en He first inquires if they are really as new as they pretend to be, and in nine cases out of ten he finds,
as the Wise Man did ago, that, in the higher, regions of mentality, "there is nothing new under the sun." He is thus happily
saved from that waste of energy that issues in the discovery of secrets never lost, an operation which a witty Frenchman styled discovering the Mediterrancan. Hose who at the immeare pity for throughout the whole course of their pedagogical career are handiapped by a profound ignorance of the masterpieces of antiquity. They have no real personal acqnaintance with the philosophical acumen of nilitant logic of Demosthenes, the uxuriant eloquence of Cicero, the erse wisdom of Horace and TaciAus, the startling antitheses of of Aquinas, the melodious thytions of that Mantuan poet whom Tennyson styled "wielder of the stateliest measure ever moulded by the lips of man."
Having only the vaguest general monuments of genius in the remot pises the up to-date pedagogue detand what he does not under stand; he has THAT HALF-
KNOWLEDGE which is than mere ignorance, since it add the fool. n some And the mischief is that pedagogic movements are almost all drawn from that shallow class. Being shallow, they are easily dazzled by the mechanical inventions and scientific discoveries of our day and they forget that none of these discoveries approach in and most elementary the simplest and most elementary of necessaty rruths, for exam
of a First Cause.
In all other trades and professions no man attempts to be a
teacher unless he has first assimileacher unless he has first assimiages; no builder of steam engines rejects past principles of his craft rejects past principles of his craft
unless they have been proved wrongs they have been proved
whe makes sure that he has tried them all before he adopts new ones, else he will have his fellow craftsmen twit him with ignorance of first principles. But pedagogy of a certain fashionable type dispenses with all such precautions. It rushes in where argels fear to tread. It inaugurates some new fad on the bare word of some plausiblie promoter who has a pecuniary interest in the success of that fad. It experiments upon the plastic minds of innocent children. Instead of developing the latent powers of the child's mind, which ought to be one of the chief aims of education, this type of teacher wants to cram it with ill digested rryition. "Give the pupil facts, broad information, varied instru - To be Cotined

Everywhera M. M. B
E. Boxer.
M. Dudley.
Y. Keroack.
G. Lourhma
E. Markinski.
B. Marrin.
A. Sullivan.
P. Young.
M. Carroll.
E. Bertrand.

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