

By some oversight we omitted in our last to refer to the opening, on December 19th, of the new Parkdale Collegiate Institute. This is one of the most perfectly equipped institutions of its kind. Opening addresses were delivered by the Minister of Education, Professor Ashley, Mr. John Squair, B.A., and Principal Embree; there were also some recitations, and singing by the Institute's glee club. That this Institute is bound to stand in the front rank, is evident from the make-up of its strong staff, which contains the following:—Messrs. L. E. Embree, M.A.; A. Carruthers, B.A.; F. H. Sykes, M.A.; G. A. Smith, B.A.; A. C. McKay, B.A.; Jas. Miller, John A. Wismer, B.A., and Miss Nellie Spence.

In our "Hints and Helps" will be found a paragraph on "Methods," from the *Wisconsin Journal of Education*, which contains, as we think, some important truth. We know that very many of our readers look naturally and properly to our columns for practical methods and suggestions. We do our best to supply these from all the sources within our reach. Few readers, we dare say, have any idea how difficult it is to procure articles and to make selections of this kind, which are adapted to be really helpful and beneficial. A dozen so-called "methods" may be rejected for one chosen, simply because the dozen seem to us either trivial or pernicious. We have faith in the common sense of Canadian teachers, and do our best to set before them common-sense methods and suggestions. Read the article referred to.

It is a mistake into which young teachers in these days are in some danger of falling to suppose that children do not like hard work, and to try, therefore, to make everything very easy for them. Our experience is that there is nothing which a child of average brightness enjoys better than a vigorous mental effort, provided only that victory is within his reach. Watch the boys on the playground. It is not the easy game, the short run, the low jump, that gives the most pleasure. On the contrary the more difficult the physical feat, the more eager will be the competition, and the happier the successful competitor. Just so it is in the class-room. There is a downright joy in mental effort, provided only that the thing seems worth doing, and fairly within the powers of those attempting to do it. To attempt to turn every lesson into a play, or to make it so easy that the child has no demand made upon the thinking powers, is to deprive it of all educational value, and to cheat the pupil out of the highest pleasure as well as profit, in the lesson.

At the recent High School Entrance Examination at Kingston, fifty-two out of sixty-one candidates sent up from the Public Schools were successful, and but one out of eight sent up by the Separate Schools. By way of explanation of the apparent inferiority of the Separate Schools as thus shown, it is said that the text-books used in the Separate Schools are different from those

used in the Public Schools, upon which the examinations are based. It is further alleged that the Separate Schools do not aim at preparing pupils for the High Schools; that those who occasionally go from them up to the Entrance Examinations do so at their own option and risk, and that few even of those who pass attend the High Schools, most of them entering the fifth classes in the Separate Schools. There is surely something very unwise about this. It is much to be regretted if the pupils of the Separate Schools are not encouraged to aspire to a High School course. It would be absurd to suppose that they can receive any advantages in the fifth forms of the Separate Schools at all comparable with those afforded by the High Schools. The Catholic ratepayers have been given special representation on High School Boards, on the assumption that they have the same interest in the management of these schools as other citizens. Is there any good reason why the same books, in the main, should not be used in the Separate as in the Public Schools? These questions are worthy of attention. If it be true, as implied, that the children of Separate School supporters are virtually shut up to the elementary education given in those schools, the fact must have a serious and most regrettable bearing upon the future of Canadian education and intelligence.

In a recent address delivered under the auspices of the Church of England Temperance Society, in Orillia, Inspector Morgan is reported as holding that school education should be physical as well as mental and moral. Physical education, he urged, should train the children for manual labor; mental training should fit them—boys and girls alike—for the practical business of life. This is sound and sensible and needs but to be stated to be generally admitted. As a matter of fact, how much training either physical or mental, adapted to fit boys and girls for the practical business of life, is now given in the ordinary Public Schools? Those who visit the homes of the poorer classes in the cities, find as a very common rule that the destitution and wretchedness are in direct ratio to the incapacity and shiftlessness of the parents. The fathers are either too lazy to work—and this laziness is largely a physical defect, which proper physical training and exercise in childhood would have cured,—or they are positively too untrained and awkward to be able to turn their hands to anything requiring a little manual dexterity. The abounding dirt and disorder bear witness to the incapacity of the mothers, who have never learned to cook or sew, or even to keep a room in decent order. And the swarming children are growing up, notwithstanding the schools, almost as shiftless and incapable physically as their parents. May we not believe that a day will soon come when a system of schools would be regarded as singularly incomplete and inefficient if it did not provide as carefully for the training of the hands for the ordinary industries upon which the comfort and respectability of

life so largely depend, as for that of the so-called mental powers. The educational fact is that all manual training stands so closely related to mental that it is impossible to draw a line between them.

Educational Thought.

FAITHFUL AND TRUE.

MANY will read the following hymn with increased interest on knowing it is from the pen of Thomas Hughes, the author of the famous "Tom Brown's School Days." It is the only one he has ever published, and is very characteristic of the author. Our boys should learn it by heart.

O God of Truth, whose living word
Upholds whatever hath breath,
Look down on Thy creation, Lord,
Enslaved by sin and death.

Set up Thy standard, Lord, that we,
Who claim a heavenly birth,
May march with Thee to smite the lies
That vex Thy groaning earth.

Ah! would we join that blest array,
And follow in the might
Of Him, the Faithful and the True,
In raiment clean and white?

We fight for truth, we fight for God,
Poor slaves of lies and sin!
He who would fight for Thee on earth,
Must first be true within.

Then, God of Truth, for whom we long,
Thou who wilt hear our prayer,
Do Thine own battle in our hearts,
And stay the falsehood there.

Still smite! still burn! till naught is left
But God's own truth and love;
Then, Lord, as morning dew come down,
Rest on us from above.

Yea, come! then, tried as in the fire,
From every lie set free,
Thy perfect truth shall dwell in us,
And we shall live in Thee.

"THE fruits of the earth do not more obviously require labor and cultivation to prepare them for our use and subsistence, than our faculties demand instruction and regulation in order to qualify us to become upright and valuable members of society, useful to others or happy in ourselves."

"THERE is no power of love so hard to get and keep as a kind voice. A kind hand is deaf and dumb. It may be rough in flesh and blood, yet do the work of a soft heart, and do it with a soft touch. But there is no one thing that love so much needs as a sweet voice to tell what it means and feels, and it is hard to get and keep it in the right tone. One must start in youth, be on the watch night and day, at work, at play, to get and keep a voice that shall speak, at all times, the thought of a kind heart. We would say to all the boys and girls: 'Use a kind voice at home.' Watch it day by day as a pearl of great price, for it will be worth to you in days to come more than the best pearls hid in the sea. A kind voice is a lark's song to hearth and home. It is to the heart what light is to the eye."

FINALLY, is the general atmosphere favorable to the growth of good? Is the voice of the teacher as low and musical as possible? Are the voices of the children trained to sweetness? Does such an air of serenity and well-being pervade the place, that even the nervous child feels its calming and controlling influence? What are his immediate surroundings? Do any of his neighbors annoy him? If he were nearer the blackboard, would the lesson seem more interesting? If it were not so hot, would his mind be clearer? If it were not so cold, would his body assume a repose conducive to thought? Are his temptations as few as they might be? And having answered these there still remain: Do you love the child? Have you faith in God? Have you asked that the mighty power of the One be exerted in behalf of the other?—*Miss Tiring, in Ohio Ed. Monthly.*