

persons being supporters of Separate Schools in said Towns and Villages, should be paid over by the County, and municipal treasurers to the trustees of the Separate School of which such persons are supporters as aforesaid. Art 2 Sec. 26, Act of 1879 should be amended to include Towns and Villages.

IV. Authority to establish Separate High Schools, supported similarly to the present High Schools and Collegiate Institutes.

V. Catholic Inspectors for Separate Schools; say one in each diocese: said Inspectors to be subject to similar regulations as the Public School Inspectors.

In your article—"The School Question Again" in Nov. No., have you not made a mistake in the part relating to the borrowing powers of Separate School Boards? See Sec. 24, Act 1879.

Faithfully Yours,

SAMUEL R. BROWN,
Headmaster Sep. School.

LONDON, NOV. 12th, 1881.

The section cited by our correspondent is not worth the paper it is printed on. We said in the article referred to, that "some of the presumably good points (of the Law)—late amendments for instance—are absolutely worthless in action." Sec. 24, Act 1879, is one of them. It has been tried and found wanting.—Ed. C. S.

Our talented and energetic young friend, Mr. T. O'Hagan, has been appointed to the principalship of the Chatham Separate School, one of the best equipped in the Province. Belleville's loss is Chatham's gain. Our sincere condolences to the former, our hearty congratulations to the latter.

To the Editor of THE SHIELD.

DEAR SIR,

Through the kindness of one of your contributors I received last month a copy of your excellent journal, the SHIELD.

There can I think, be only one opinion regarding its usefulness—that it is the best possible medium for an interchange of ideas among those interested in Catholic Education, and for awakening Catholic public sentiment to a true sense of the wrongs under which our school system still labors.

Judging from the variety, vigor and finish of its articles, it is safe to say that in the SHIELD the scholar and the general reader will find an unfailing source of profit and delight, and the Catholic Cause, what it should not lose through lack of support, an able and timely champion.

Respectfully Yours,

W. V. LYNCH
Sep. Sch. Teacher.

BARRIE, ONT. NOV. 15th, 1881.

That Massachussetts' much vaunted school system is still not quite perfect is sometimes conceded by the candid Bostonians. The *Journal*, for example, asks if the thoroughness of the system does not overweight it and rub it of some of its most desirable results. There is a formidable list of subjects taught and there is a tendency to lengthen it. Already the grade of instruction in high schools is above that which colleges maintained twenty-five years ago, and some forty towns are voluntarily maintaining such schools. "There are no days," continues the *Journal*, "showing what percentage of pupils end their student life with the schools of the grammar grade, nor what is taught in these schools; but that vast numbers enter upon active life with but scant mental discipline is too well known." "Too much time has been spent upon a variety of studies. It seems absurd that it should still be necessary to preach the doctrine that a few subjects thoroughly understood are of more advantage than is a smattering of many."

Bread and butter school boards should be reminded, says the *N. Y. Tribune*, is more useful and wholesome than cake. The San Francisco Board lately decided that it could not afford to spend \$50 a month on teaching fifty or sixty little children on the kindergarten plan, but it found it perfectly easy at the same meeting to employ a drawing teacher at \$135 a month. The fifty or sixty little Arabs consequently drift about the streets neglected, while the costly drawing teacher directs in the higher grades a study of doubtful utility. Neither in this country nor in England has drawing instruction in public elementary schools proved an unequivocal success. In the course of the many years during which the

experiment has been tried there has been no evidence to show that the plan was better than that of establishing special technical schools in each city and large town. Probably the day will come when school boards will recognize this fact; and will realize too, that the free kindergarten which brings under proper influences the rough little wanderers on the city streets is a school which cannot be too carefully tended and heartily encouraged.

A writer in the Philadelphia *Ledger* says, "I think we have about the vilest plan of education in our public schools that was ever devised. To save my children from being reduced to idiocy I sent them to private instead of public schools as long as I could afford it, but this winter concluded to give the latter a trial. The other day I heard my little girl sobbing over a rule which she was trying to commit to memory, in the following words, to wit: Rule for Short Division Rule, dash one, write the divisor at the left of the dividend, semicolon, begin at the left hand, comma, and divide the number denoted by each figure of the dividend by the divisor, comma, and write the quotient beneath, period. Paragraph, 2. If there is a remainder after any division, comma, regard it as prefixed to the next figure, comma, and divide as before, period. If any partial dividend is less than the divisor, comma, prefix it to the next figure, comma, and write a cipher in the quotient period. Paragraph Proof period dash multiply the quotient by the divisor, comma, and add the remainder, comma, if any, comma, to the product, period. Utterly amazed that any educator of the young should expect children under ten years of age to commit to memory such a jargon of words that even the mature mind cannot follow the meaning of, I made inquiry and found that the pupils were required to study rules in this way in order that they might be able to write them out and "point" them not correctly, but according to the book. I also found that if a comma was left out, though the sense remained unchanged, the pupil suffered as much in loss of marks as though she had committed a vital blunder."

A passage from the Manuscript Memoirs of Henry de Mesmes, gives a pleasant picture of college life in the sixteenth century, and may be taken as an example of the sort of labor imposed on a law student. "My father," he says, "gave me for a tutor John Maludan Limoges, a pupil of the learned Durat, to preside over my early years, till I should be old enough to govern myself. With him and my brother, John James de Mesmes, I was sent to the college of Burgundy, and was put into the third class; I afterwards spent almost a year in the first. My father said he had two motives in sending me to the college; the one was the cheerful and innocent conversation of the boys, the other was the school discipline, by which he trusted we should be weaned from the over-fondness that had been shown us at home, and purified, as it were, in fresh water. Those eighteen months I passed at college were of great service to me. I learned to recite, to dispute, and to speak in public; and I became acquainted with several excellent men, many of whom are still living. I learned, moreover, the frugality of the scholar's life, and how to portion out my day to advantage, so that by the time I left I had repeated in public abundance of Latin, and two thousand Greek verses which I had written after the fashion of boys of my age, and I could repeat Homer from one end to the other. I was thus well received by the chief men of my time, to some of whom my tutor introduced me. In 1545, I was sent to Toulouse with my tutor and brother, to study law under an old grey-haired professor, who had travelled half over the world. There we remained for three years, studying severely, and under such strict rules as I fancy few persons now-a-days would care to comply with. We rose at four, and having said our prayers, went to lectures at five, with our great books under our arms, and our ink-horns and candlesticks in our hands. We attended all the lectures until ten o'clock, without intermission, we then went to dinner, after having hastily collated during half an hour what our master had written down. After dinner, by way of diversion, we read Sophocles, or Aristophanes, or Euripides, and sometimes Demosthenes, Tully, Virgil, and Horace. At one, we were at our studies again, returning home at five to repeat and turn to the places quoted in our books, till past six, then came supper, after which we read some Greek or Latin author. On feast days we heard Mass and Vespers, and the rest of the day we were allowed a little music and walking; sometimes we went to see our friends, who invited us much oftener than we were permitted to go. The rest of the day we spent in reading and we generally had with us some learned men of this time."—*Notre Dame Scholastic*.