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Rev. D. Bruce Macdonald, M.A., LL.D., Principal

(1705)

sick, half asleep or bored. They turn as swiftly from pleasure to work in winter as you saw them turn in summer. A sleigh ride, a tramp over the snow, a tobogganing party, pleasures shared by day girls as well as boarders, makes a cheery hum from one end of the year to the other, and at the end the girls are as loath to say good-bye to one another and to the school as a year ago they were miserable at the thought of leaving home and making their long journey eastward or westward. If the song is true in the spirit of its first verse it is true in its last also—

“Oh, Jarvis Street, how shall I say
Farewell to you!
I love your avenues of green,
Your tall posts blue.
In other cities, streets there are
Of storied interest, statlier far
And these I'll greet
With admiration, but you hold
My heart complete;
In dreams I'll always fondly walk
On Jarvis Street.”

Dr. Hare's Views

ALMOST every Methodist has heard of the Ontario Ladies' College of Whitby and of the Rev. Dr. Hare, its scholarly principal. In a recent report, Dr. Hare gives his ideas of college training. We quote some paragraphs:

“Every one admits that a good education and social training is of great importance to a young lady of promise who is likely to become a teacher or a leader in the church or in society; but to a young woman of medium ability whose sphere of duty will be largely confined to the home life, there is not the same consensus of opinion as to the desirability of giving her good educational advantages; and yet she in her restricted sphere may be personally ennobled and her work dignified by the possession of the elements of refinement and learning. All true culture is not dependent on rank, or station, or publicity, but is a part of the individual, permeating the whole life and making it radiant with beauty and clothed with power, whether in a cot or a mansion.

“Education means personal development, the bringing out of what is in the student, hence the results of college training will depend somewhat upon the characteristics and capabilities of the student. The gardener may assist nature not only by cultivating the natural resources of a plant, but by grafting upon an inferior plant the scion of a better type. In this way the wild briar may produce beautiful roses, and the crab-apple tree the most luscious fruit. Something analogous to this may occur in school life when a student of indifferent motives and ideals is stimulated into intellectual activity and awakened to a sense of moral responsibility, or when she sloughs off the old, rough, vulgar past, and begins to exhibit the characteristics of politeness and good breeding.

“There never was a time when it was so generally admitted, as it is today, that the training of young people so as best to fit them to meet the duties and responsibilities of life embraces more than the mere acquisition of book-learning. All intellectual and social culture must have for one of its chief aims the improvement of the spirit and the character. Learning sought for its own sake or for utilitarian purposes only is apt to beget selfishness or self conceit; but learning shot through and through with a conception of obligation to God and man to meet the possibilities of life in loving, helpful service for the good of others must forever keep in check

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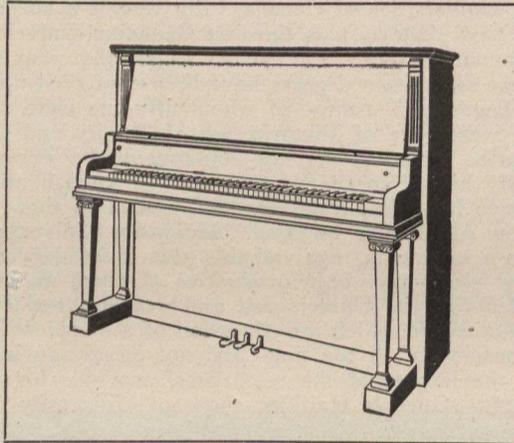
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