

There are fifty teachers engaged in the Catholic Schools of Toronto, which have an attendance of 3000 pupils.

Miss Doyle is teacher of the Whitby Separate School. Unostentatious in the display of its efficiency, the Whitby Separate School, with its able teacher, may be well classed amongst the first Separate Schools in the Province.

The Toronto Separate School Board have established a High School in the building formerly used as De LaSalle College. We commend this step of the Board as a wise and judicious act. It would be well if a few more Catholic High Schools were established in our cities, supplemented by a government grant.

A. O'Leary, Esq., Barrister, is Secretary of the Lindsay Separate School Board.

Mr. C. J. Doherty, the Conservative Candidate for the Local Legislature in Montreal West, is a Gold Medallist of McGill University.

The statement of an eminent professor of medicine, that students who passed through his hands rarely distinguished themselves if they were smokers, and the corresponding statement that within half a century no young man addicted to the use of tobacco has graduated at the head of his class at Harvard College, if reliable, are certainly strong arguments against its use.

Little Boston girls are required to learn by memory the latitude and longitude in degrees and fractions of degrees of no less than twenty-two towns, capes, promontories, bays, points and heads on the Scotch and English coasts. There is a lot of such stupid folly in one shape or another indulged in all our model public schools. To cram their little heads with a lot of useless knowledge is the aim and pride of automatic teachers.

Russia and France are just now most active in establishing manual training schools. In the Russian technical schools pupils pay about \$15 a year, taking ordinary school instruction for four and a half hours a day and working for five hours. Austria has eighty industrial schools which give instruction to about 4,000 pupils. In the French schools articles are manufactured for sale.

The *Philadelphia Record* says that of the 50,000 primary scholars in that city, rarely 50 per cent go into the secondary schools. Forty-two per cent of those who do go from the primary into the secondary schools never get any further.

Father Stafford, that stalwart friend of Catholic Education, has, we are glad to learn, returned from Europe much improved in health. Relating to his congregation the impressions of his tour, he said that when in England he visited one of three Catholic training schools established in that country. Two of them were under religious. One is in Liverpool and is called Mount Pleasant Training School. These training schools are similar to our normal schools for teachers, and receive a contribution from the government for their support, the same as the other training schools. He found that the Liverpool institution occupied a front place in the work of training teachers; and that their pupils were amongst the best teacher in England. It would be gratifying to him if we had one such school in this country, particularly for girls. In Ireland the Loretta sisters still held the leading place as teachers and were maintained mainly by the upper or better classes. Neither in England nor on the continent had he seen the schools so well supplied with maps, globes and other school furniture as in the province of Ontario. He might add in connection with a remark he had made the previous Sunday that many people in the old country believed that over education was producing a distaste for manual labour. It was objected that a great many became unfitted for manual labour by the education they had received and he heard the same objection stated in this country. It was maintained that it was not the duty of the state to provide superior education; that the state should simply provide the common or ordinary education and leave to the family or the individual the responsibility of obtaining or providing the higher class-

cal or professional education. There was not in Italy a government grant for superior education; and public opinion was moving in favor of this general policy. He was himself disposed to think that it was wrong to employ the public funds to give a special education; and that persons who were qualifying for the professions ought to do so at the expense of the family and not of the state. Of course there was a certain argument in favour of giving a superior education to boys of talent at the public expense; but that argument would apply to editors of newspapers as well. It was undeniable that a good editor of a newspaper was in many ways a great benefit to a community, but still there was no special education provided for him by the state. A great deal could be said in the same way in favor of educating clergymen at the public expense, for they undoubtedly exercise a beneficial influence, and had as good a right to a special education as lawyers or doctors, but they did not get it.

The Ottawa Teachers' Association held its annual meeting last month. The proceedings were more than usually interesting. Among other questions discussed was "Religious Training in Schools." We copy the following from the *Citizen*:

Miss Preston, of Victoria Ward Primary School, read an essay on "The Moral and Religious Training of our Schools." We are quite safe in saying that this is one of the best essays read before the association for a long time, whether we consider the beauty of style, depth of thought, or the pointed and spirited mode of expression. In Miss Preston's opinion the great majority of our schools sadly want some definite plan of moral and religious training, and that any such training now being done is of the most fortuitous character. Without laying the blame of the omission wholly upon the teachers, for the provisions made by the Education Department for moral and religious training are of the most meagre description, she thought that the teachers could do far more than the great majority of them were now doing. Miss Preston illustrated how this might be done by explaining how she did it herself.

J. McMillan said he agreed with Miss Preston's conclusions. The State was largely to blame for the neglect of religious training in our schools. He believed that great harm was resulting from this neglect. He was opposed, however, to any one giving religious instruction unless there was some guarantee that he was competent to do so. The State did not exact any such qualification on the part of teachers. The department regulations provided that clergymen so desiring, could give religious instruction once a week, after school hours, to the pupils. This arrangement would not, perhaps, give all the results desirable, but it did provide a way so that some religious instruction might be given. Considering the fact that in the great majority of cases where deep religious instructions are awakened, it is done during youth before bad habits are formed, he considered it a great and crying shame that the clergy of the country, with hardly an exception, had never taken advantage of that regulation. He regretted that he could not make that statement in a far more public manner. During the fifteen or sixteen years he had been teaching in the city of Ottawa, no clergyman had ever visited his class for the purpose of giving religious instruction.

To the Editor of the "CATHOLIC SHIELD":
SIR,

A journal devoted to the interests of Catholic Education and Separate Schools in Ontario, if properly conducted, would certainly be productive of much good; and as I am informed you purpose making the "Catholic Shield" such a journal, I hope you will receive that encouragement which your laudable work deserved.

In that part of our School Act pertaining to Separate Schools, are certainly many defects, which it is the duty of all interested in the welfare of our Ontario School System to endeavor to have remedied as speedily as possible.

The following are the chief requirements at present, to give our Separate Schools the position which they should occupy:—

I. All school tax paid by Separate School supporters on property, *occupies* as well as unoccupied, situate within three miles of a Separate School house, should go to the Separate School Board.

II. A Catholic who has become a Separate School supporter should not have the privilege of thereafter withdrawing his taxes from Separate Schools so long as his property remains within the stated limit.

III. So much of the rate levied annually upon the several Towns and Villages, as well as Townships, equivalent to the Legislative Grant, which shall have been levied upon and collected from any