

The January number of *Donahoe's Magazine* is a particularly good one. The veteran journalist well understands the management of an Irish Catholic Magazine.

A Catholic Literary and Debating Society has been formed in Toronto. A good step. Such a Society should exist in every city and town in Ontario where twenty intelligent Catholic young men can be mustered.

Mr. M. O'Connor for many years the efficient Secretary Treasurer of the Toronto Separate School Board has declined re-nomination as Trustee.

Mr. M. James, late of Addington, succeeds Mr. Guttridge in charge of the Perth Separate School.

Mr. M. V. Lynch, a well known and successful Catholic teacher is Mr. O'Hagan's successor in Belleville.

There was considerable disappointment yesterday in Cataragui Ward at the announcement of Dr. Phelan not allowing himself to be nominated. The doctor's friends were confident of placing him at the head of the poll, but he positively declined the honor, for this year at least.—*Kingston Whig*.

We are glad to see old students of the College of Ottawa coming to the front in municipal and political matters, enjoying the respect and confidence of the public. Dr. Phelan's has been a most successful career.

Father Stafford's letter *in re* the employment of Catholic teachers in Public Schools is reserved for comment in our next issue.

Mr. A. W. Guttridge, late of Perth has been appointed to the Principalship of Lindsay Separate School. Under date Oct. 8th, 1881, Mr. Mitchell, P. S. Inspector for the County of Lanark and town of Perth, bore the following testimony to Mr. Guttridge's acquirements: "He has had charge of the Separate School under my jurisdiction for the past two years and during that short period has raised it to a position second to none in Eastern Ontario. Enthusiastic and an excellent disciplinarian he cannot but give entire satisfaction in any position to which he may be appointed." It cannot detract from the weight of this certificate, if we remark, in the interest of legal facts, that the Separate School of the town of Perth is totally independent of Mr. Mitchell's jurisdiction as Inspector. The Law is plain on that point.

It is often said by reckless and surface-thinking Protestants that the Catholic Church is the foe of education. There never was a statement which reflects in clearer light the colors of its falsity than this—Catholic Church, the foe of education! Who reared those classic piles—the Universities of Oxford, Padua and Salamanca? Was it Protestant England, Protestant Spain or Protestant Italy? Read what Chancellor Fleming said of the Catholic Church as an educator, in his inaugural address before Queen's University, Kingston: "During the long period" said the worthy Chancellor "when Europe was sunk in the grossest barbarism and brute force reigned supreme, the colleges and convent schools were the great repositories of learning; and to them and to the ecclesiastical teachers who conducted them, we are mainly if not wholly indebted for the treasures of classical literature which have been preserved to us. There cannot be a doubt that from the fifth to the fifteenth century, literature owes all to the shelter of the Christian Church, that it has been the sanctuary of the culture, the philosophy and even the traditions of literary antiquity." Noble words from a Protestant Chancellor of a Protestant University! Even the light from the great sun of Truth will at times break in where the clouds appear in thickest texture in the sky.

The Catholic Church, recognizing the necessity of moral training in the child, in the youth, and in the man, refuses to divorce religious instruction from primary education, intermediate education or higher education. Protestant thought is divided against itself in this matter. The State advises however that no religious instruction be given in its universities, which are intended to beget

young men for the bar, the bench and the pulpit. Which now is the parent of true education? The Church or the State?

"Members of the Roman Catholic Church have no objections to the Lord's Prayer, but both Roman Catholics and Protestants resent coercion."—*President Wilson on Religious Instruction in Schools*.

We thank thee President Wilson, for this bit of information presented as it was before the Ontario Teachers' Association. This will prove something new to the ear of the Catholic parents of this Province who teach their children to lispen in reverential accents the prayer taught to the Apostles by our Divine Redeemer—yes teach them to lispen long before they cross the threshold of a primary school. Why President Wilson, if you were to enter the humble abode of any Catholic family in this land, at the twilight of eve or the twilight of morn, you would hear more lips uttering the sacred petitions of the Lord's Prayer than are tuned to its harmony within the enrolled circle of Toronto University. The Catholic Church, however, has not as yet introduced the Darwinian theory into the Lord's Prayer by giving it an artificial caudal appendage "For thine is the Kingdom, &c.," and consequently refuses to have her children taught this novelty. Yes President Wilson, you are right; Catholics do not like coercion in educational matters: they wish to send their children to schools where their faith will be preserved intact. We thank thee for so truly interpreting our mind!

The Roman Catholic population of Canada (1,846,800) is provided for by 23 Bishops, 1559 priests and 1617 churches. There are also 13 Seminaries, 40 Colleges, 85 Academies, 247 Convents, 92 religious communities, 43 Asylums, 34 hospitals and 3541 Elementary Schools.

Prof. Fletcher, the new incumbent of the classical chair in Queen's University, Kingston, took as a subject for his inaugural address "Benefits of Classical Study." He argued that the study of the Romance languages, Italian, French and Spanish, would not train the intellectual powers like the study of classics; their study demanded little more than memory whereas a course in classics cultivated memory, reason, taste and imagination.

Richard Grant White has his pen again upon the Public Schools of the American Republic. It appears from the statement of Prof. White that, notwithstanding the wide diffusion of state educational knowledge, dishonesty reigns in high places, divorces increase, crime and vice are rampant, filial respect and paternal love have both diminished, and as for the modesty of our young men and even of our young women, they do not blush to confess that they have lost it. Why does not some promoter of state education successfully answer Richard Grant White? The Editor of the *New England Journal of Education* for instance.

As a complement to the above, the following remarks by an American lady speaking upon the education of women are very appropriate: "Our average girl would much rather work in a factory or a saloon because she can be called 'Miss,' dress finer, and imagine she can be called a lady. Poor girl! It is this delusion, this false pride, that crowds the streets nightly with pretty young girls, some of whom count only twelve short summers. With Hamlet, I exclaim, 'O horrible! most horrible!'—'I lived' adds the lady—in a house in which there was a girl, Annie, not seventeen, and she attended in a restaurant. I once said to her, 'Why do you not take the situation of a seamstress or a nurse in a gentleman's family?' She turned upon me in the most insolent way, saying, 'Me be a servant! That will do very well for Irish, or Dutch, or English girls, but I am an American and feel myself as good as any lady!'"

Miss E. de St. Remy, of Kingston, has a paper in the *Educational Monthly* for November upon that important subject "The Training of Girls." The trouble is that every "Ladies' Academy" in the country arrogates this patent to itself. True many of them understand how to train girls—not to address but to dress. The curriculum is too largely made up of training.

And now the *Mail* reports that at a late meeting of the Toronto Public School Board several members expressed their satisfaction at the manner in which Inspector Hughes answered the *Globe*;—but the *Globe*, as it says quite another thing: that several members stated that the system of "cram" pursued in the public schools was much worse than revealed by the *Globe*.