EDUCATION. JAPAN AND WESTERN

Rev. Hugh Price Hughes, has spent the year 1902 studying the Japanese tional situation in behalf of the British Government, lecturing doing other educational work for the Japanese Department of This talented and observant lady's remarks are the basis of the present article, which, I think, will interest the vast and ever increasing number of those who read

The Japanese are extremely teach They are ready to gain knowledge from any one who possesses it, and they further show great wisdom in deciding how far and in what directions they can best assimilate western knowledge, remaining at the same time passionately Japanese. There are already in the country a able men capable of leading thought on educational matters, men who may compare favorably with the great educators in the West. The Japanese have decided that the English language shall be the gateway western life and thought, and with great foresignt they give more time to the study of English than any western nation gives to the study a foreign language. Great care in taken of health. The schools are well built, admirably ventilated and lighted, and many hours are devoted | science, forty in agriculture to gymnastics and games. In regard to religion, extreme tolerance granted to all creeds, if such some of them may be called.

The above, in brief simplicity, are the best points in Japanese education: the following are the

Knowledge is over-estimated. and mental effectiveness under-estimated. The Japanese are trying to do the impossible, to master the learning of the East and all the learning of the West. Some of their methods are old-fashioned. The value of text- whole kingdom. books is much exaggerated and the pupils are not taught to think for emselves or to work by themselves. The obsolete method of acquiring English by translation is too largely followed. There is little co-opera-tion between the members of the staff of a school as a rule. Even in the same subject, frequently one teacher does not know exactly what others are doing. Japanese headmasters, especially in the non-elementary schools, do not appear to perform the same function as a good head-master in western countries. apparently much work They have to do outside the school, are frequently absent, sometimes do not teach at all, and do not appear to be the intellectual centre of the school, nor to have the inspiring and Engstimulating force of a good lish head-master. There are, however, some rare exceptions to this

The chief defect of Japanese education at present is the very small of good teachers. A large number of unqualified men are em ployed, and the best equipped are frequently overworked, teach in several schools, and migrate constantly over the country. Even among those who are trained, a small pro portion only are excellent teachers, and this is spite of the fact that the ss many qualities which under favorable circumstances ought to make them first-class peda-

Teachers who have been sent to countries have not always been wisely chosen nor wisely placed and sometimes on their return have been given work which is really above them. A large number Japanese teachers do not continue their mental development after they begin to teach. Private schools are at a considerable disadvantage. As in England, and in America, there is in the camp of teachers In Japan a great dividing line se parates university men from those who have been at Normal schools or who have received only a commercial education.

drawbacks in Japanese education at the present day, nevertheless a good work is being done and the field is full of hope, for the country is tho-

Tokio has an Imperial University ince 1877. This establishment. founded in view of imparting a com-

From "The Messenger" Magazine.) plets superior education, teaches the Miss Hughes, sister of the late following branches: law, medicine, following branches: law, medicine, literature, science, agriculture and civil engineering, In 1901 it reached a very high degree of prosperity On the teaching staff there were 175 professors. Foreigners teach the special courses; the others are entrusted to Japanese subjects general ly educated abroad. In the choice of a professor, the Minister of Education is swayed too exclusively by clannish and political motives, and by the school in which the man studied rather than by competency or other necessary requirements. highest salary meted out to a native professor is one thousand two nundred yen per annum (the yen the Japanese silver dollar), or \$550 gold dollars. This paltry sum compels the professors to teach in other schools to make a living. According to Mr. Henry Dumolard (Japan, po litical, economic and social, by Henry Dumolard-Paris, 1903) late pro fessor of law in the university, the native professor is proud, self-confident unscientific specimen of his kind, and little given to study once he has secured a degree. During the same year, 1901, the number of students attending the university was 2500. At the close of the scholastic term, twenty-three graduates in me dicine, fifty in literature,, eighteen in in civil engineering. Dumoeighty lard's appreciation of these students is far from being flattering. After stating that they are endowed with an extraordinary memory, he finds they are haughty, destitute of moral principles, superficial and hostile to foreigners; above all their great ambition is to obtain a degree, as this paves the way to honors and official preferment.

Besides the University of Tobio there is another at Kioto. This latter began work in 1900. These two establishments are the great channels of superior education, eastern and western, for the youth of the

Some fifty years ago this idea vould have seemed incongruous. The intellectual pleasures of university life were the exclusive right and privilege of men only. Nowadays, how ever, things are changed; the sons of working men and women have right to share in the benefits of niversity education. Japan, though Oriental and with a life of seculsion and stagnation borrowed from China has not been behind the times. Her army and navy have moved with rapid strides, her commerce ingeniously adapting itself to modern methods, competes in the far East with her powerful Western rivals : England, Germany and the United States Within forty years the land been covered with schools and schools of all kinds: general, technical and commercial, and in spite of the hampoverty of the country. Thanks to these, the male element has wonderfully progressed, but not the Japanese home. To remedy this drawback the idea dawned upon a foreign-educated and patriotic native to start the work of a woman university. The word "university" may seem rather high-sounding and displease some, but it must be membered that though a thorough ideal cannot be at present realized, still the title indicates the aim which is kept constantly in view. thereby imparting to the work and workers a stnong stimulating power and shedding over the future bright and hopeful prospects of happier days.

It was Mr. Karuse, himself Japanese, educated at first in Doshisha College and afterwards in America, that the work owed its ori-While studying in the States he admired the ideals and methods of the West, and felt convinced that what Japan wanted most was a highhe returned home his plan was already matured. necessary to enlist public opinion in favor of the new idea, to collect funds for the purchase of a suitable site, and to secure a sufficient number of students wherewith to start the work. The difficulty of securing able teachers at the outset was also great but Mr. Naruse possessed an earnest and passionate belief in the import ance of the work, and this belped largely to overcome all initial obstacles. Count Okuma assisted much

ce of land was secured in a high and healthy suburb of Tokio, and a building erected thereon with all pos-sible despatch. This construction still exists. It is a long, two-storied, wooden edifice. The dormitories are a reproduction of Japanese home life, there being only twenty in each home, with a lady at the head. Three on four girls occupy a room, live there in thorough Japanese fashion, and take their share of domes tic work as at home. The simplicity of their lives, the rooms almost empty of furnitum according to our social requirements, contrast strangely with the overcrowded, luxurious stu-dents' apartments of the West, and still they seem to be happy and to enjoy all that is essential for comfort and high thinking.

The classes started on the 20th of April, 1301, and were attended an unexpectedly large number of stu-The curriculum, wisely adapted to the conditions in which pupils were recruited, embraces large preparatory department, where-in every effort is taken to bring all up to a required standard of elementary knowledge. The next division covers the subject-matter taught in a general high-school. Every province in Japan is nowadays bound to have one of these schools for wirls. The course generally lasts from three to four years. The third and superior department is collegiate. branches taught include, first, domestic economy or household manage-ment for the formation of the future housewife. Second, Japanese literature. The women of Dai Nippon, unlike their Chinese sisters, have taken a large share in the evolution of na tional literature. Japanese girls are clever, appreciate literary beauty, and can make, with extraordinary readiness, little poems to celebrate a fine sunset, a flower, the ripple of a brook, the frisk of a butterfly or bid farewell to a departing friend. Third, a superior and complete course of English. This is conducted by two ladies who have taken high academic honors in the University of Cambridge. The girls in this latter partment number about 400, and come almost exclusively from mission schools. The students of all three departments, while spending the greater part of their time on their own peculiar subjects, also study together every week several common subjects—ethics, university history, philosophy, etc. Frequent probleclestures are likewise given to the whole college department on subjects general interest, historical and contemporary. Nor are athletics and gymnastics neglected; some of the girls can already take a spin on the bicycle, while a few of the more vigorous indulge in lawn-tennis, basket-

The all-pervading spirit of the work is that it must remain thoroughly national in spirit, be strongly Japanese and still strongly progressive. In Japan all women marry, and hence education has to prepare only the 'home-maker,' and not the professional. The programme must be car ried out chiefly with a view to this object; if the students are too wes ternized they will not make Old traditions Japanese wives. must, therefore, not be abruptly discarded they have a deal that good in them and may accordingly b utilized to advantage. However, they are insufficient, and new and better ideals must be absorbed. Under this two-fold agency, the old and the new, with what is good in the East and in the West, it is expected to evolve the "modern Japanese wife and mother." a worthy co-partner with man, enjoying, as the new con ditions require, a far fuller *measure of freedom, knowledge, activity power than in the past.

ball and other modern games.

There being no education without religion, a difficult and knotty problem has to be solved-the religious standpoint of the college. Mn. Narus and several of the staff are Protest ants; a large number of the girls the English Department come from Protestant mission schools and are Christians: but on the other hand, a considerable amount of the funds behalf of the work is bestowed by pagans: several of the admirers and nany of the ablest' supporters the college are non-Christians Japan itself is officially non-Christian. The university, aiming being a national institution, decided that it should adopt the same attiade as the Japanese Government towards' religion, namely, that should be non-religious, while allow ng at the same time absolute tolen ation to all religions. Nevertheless it must not be considered that the spiritual and moral side is altogether casionally being made on ethics. As with money, and, what was more the dean lof the college take up this appreciated, lent his sympathy to subject, and the lessons are said to the enterprise. At the close of 1889 be most serious and practical, which BAILROADS.

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is, indeed, all that we may expect in such abnormal conditions.

Japan, as already said, is filled with pride and self-confidence and her guiding principle is to work out her salvation with as little assistance as possible from foreigners. The work of a university for women fills a real need, and will in a short time have far-reaching consequences. On the teaching staff, the native element in its yet untutored state, is too largely represented. This is a great drawback and will hamper much the progress of the establishment. Nevertheless we are in presence of a great educational evolution, and it will be curious to watch the development and influence of this movement in the

life of new Japan.

The country is thoroughly convinced that education is a necessary fac tor of progress. It has also realized the superiority of western ideals and methods; it considers that know ledge is power and in its eagerness to assimilate it, it knows no bounds. It may even be said that it utilizes it with a too great avidity and for getting the fact that without Christianity, it seizes the fruit without the tree. Christianity being purposely discarded, this must have fatal consequences upon the future formation of the people. The nation may ape some of the aspects of civilized states, stand side by side with the great kingdoms of the western world, but the savage impulse, the unbridled lusts of the natural man the tyranny of evil will sway as heretofore. Vainly may we reckon upon the influence of Confucian ism, Shintoism, or Buddhism, the and self-respect laws of necessity these are all weak factors. out Christ, the moral man is unrege nerate and this will, despite generous efforts, clog her onward march wards true progress and a full realization of Western ideals.

M. KENNELLY, S.J. St. Joseph's Church, Shanghai.

The Titles of Bishops

In one of our Catholic exchanges the question is asked, "What is the meaning of Auxiliary Bishops and a Coadjutor Bishop and their ties?" While the organ in qu While the organ in question makes an answer, it would that its reply is not complete. The question being submitted by "The Review," of St. Louis, Mo., to Rev. Dr. Baart, an eminent canonist, he made reply, in a form that may interest and instruct many of our reawer in full.

Auxiliary, Suffnagan, Coadjutor, as applied to Bishops, are really interchangeable, but practice in certain provinces has determined which is used. With us the word suffragan is used chiefly of the bishops of residen-tial sees subject to a metropolitan. The term is dervied from suffragari. to assist, because the bishops assist the metropolitan in consecrating bi shops, celebrating councils, and other

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such matters. In most countries the term suffragan rather than auxiliary is applied to the titular bishop who assists a cardinal in the word of his

"Coadjutors, auxiliaries, suffragan are given to bishops who either wholly impeded from themselves ruling heir dioceses, or, while not unfit are nevertheless impeded by ill-health old age or business. In the former case, coadjutors have the right to do in both spiritual and temporal mattens all that the episcopal office requires, which the bishop of the see retains only his title and habitual jurisdiction. Such is the case when coadjutor is appointed to a shop who has become insane or been

suspended.

"The letters of appointment such cases will specify the powers of the coadjutor. In the other case, a coadjutor should not interfere in the use of pontificals or in matters jurisdiction except as desired by the bishop of the diocese; for the coadju tor is appointed only to assist the bishop, not to rule subjects.

"The appointment of coadjutors is either temporary or perpetual eding to the bishop the right of succe the right of succeeding to the bishop-ric. In the former case, the ap-pointment lapses with the death of the diocesan bishop. Thus at pre-sent neither Bishop Muldoon nor Bishop McGavick is anxiliary or coadjutor or suffragan to the Abishop of Chicago. When the pointment is perpetual or with right of succession, the coadjuto right of succession, the coadjutor, by the death of the diocesan bishop, at once, without any further document, succeeds to the bishopric, his bulls having been made effective ex hunc ad tunc from the date of issue. Thus Archbishop Glennon succeed. Archbishop Kain in St. Louis, and thus Archbishop Moeller has been appointed to the succession in Cincinnati. "Whether a coadjutor or auxiliary

bishop, with or without the right of succession, exercises any jurisdiction while the diocesan bishop is in charge depends on the will of bishop. Hence it is neither in accordance with law nor fact to say, as does the "Catholic Advance" Wichita (vol. iv., No. 44) that "an. auxiliary has no junisdiction, duties are restricted to the administration of the Sacraments" :- neither is it correct to say : "A coadjutor usually exercises the office of vicar-Usually this is not the reneral." case, even in the United States. The coadjutors in Boston, Cincinnati, New Orleans, San Francisco, are not the bishops who are termed auxiliary of Philadelphia, of Indianapolis, and of Peoria, have been appointed vicars general-while again the vicars general of Baltimore and of Chicago are titular bishops who have no appointment as auxiliary or coadjutor to the bishops of those

"The answer in the Catholic Advance is essentially wrong, for there s really no difference between an aux. iliary and a coadjutor bishop. Both must be appointed by the Holy See. When the diocesan bishop is not suseded, neither a coadjutor nor anxi-liary receives jurisdiction from the Holy See. Whatever jurisdiction they acquire, is from the free grant or appointment of the bishop whom

they are appointed to assist.
"The term coadjutor is used gene-"The term coadjutor is used generally when the appointment is made with the right of succession. In case a second bishop is needed to assist the incumbent and the coadjutor, the term auxiliary is generally employed in his appointment. This is rather to prevent confusion than to denote a difference; for until the incumbent vacates his bishopric, the coadjutor and the auxiliary both depend on him for their jurisdiction and from him both receive diocesan faculties.

of the first Christians, adorable sign before ar principal actions; 2nd, that the sacrifice of th same as that of the kisses the altar to imbi bosom of the Savior, the altar, that peace wl the people, in the word with you, and to whic and with thy spirit. words the priest com prayer called Collects. is so called: 1st, beca the assembled faithful faithful to the Lord.

SATURDAY, MA

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The second part of t

sists of the prayers fro to the Offertory. Aft

in Excelsis the priest sign of the cross: 1st,

collect signifying assem cause it contains, in a form, all the petitions the words, Through Jes Lord, for in the name of we pray, and the peopl be it, or amen. The Epistle, which is ta sacred Scriptures, and from the letters of St. 1 down in order to hear i lectedly. Then comes th by which people testify ness to carry into prac structions they have her because it is sung on th grades of the singer's sta of mourning it is called means lengthened: on da is called alleluia, the so spirits in Heaven. The continuation thereof, and This brings Gospel The above is the works of Abbe Gaum lated into English by tl B. Jamieson, and appr Bishops of Louisville, M Orleans and Galveston, a as a Catechism of Histo trinal, Moral and Litur.

We will now pause bef ing to consider the Gosp remaining portions of the of the Mass, in order to tion, most especially, to of St. Paul. They alwa ly always, form a portion Mass; consequently, they great value. Yet they a ple and very unfinished co It will not be amiss to a few moments upon tho that extraordinary man

tion in all Catholic Col

Three thirks controbu to render an orator effec person that is speaking, of the thing spoken of, as ner in which he speaks. Paul had neither of these vantages. If you look terior, he admits himself pearance is not prepossess sentia corporis infirma (C if you consider his condit poor, despised, and oblig his living by manual labor did he write : "I have be midst with great fear and (I. Cor. ii., 3), from which to judge how despised he Such was the pre tined to convert the natio may be his doctrine wa and sufficiently attractive tee success? It was no at he "know no cept his Master crucified". cavi me scire aliquid inter Jesum Christum, et hunc (I. Cor. ii., 2). That is only knew what could scar

CATHOLICS OF

Persecution and martyndsaid to be almost the norredition of the Church in K sanguinary edicts penalized tion of Christianity. The surrounded by the sea on and on the fourth separate mainland by an uninhabi ness 10,000 square miles in maintained its rigorous down to a comparatively rigorous no communication was No communication was with foreign ships except boats, and even shipwreede were threwn into prise from the land was cut off tier guards, whose task was deasy by the desolation country. country and the absent through it. It was not