

Conservative ranks. When Mr. Taylor ran for member of Parliament against Mr. Joseph Marshall two years ago, this discontent among the Conservatives was evinced to such an extent that the Conservative candidate was elected by the greatest majority ever given in the riding. The grapes are sour only to the fox that cannot reach them.

#### EDITORIAL NOTES.

COMPLAINTS have been made recently that Presbyterian ministers do not exercise any permanent influence on their congregations. We are not surprised, and for more than one reason. They are where they were when the Covenants marched to meeting with Bible in one hand and sword in the other, but the world has moved since then. The wild denunciations of Catholicism that once passed current as outpourings of the spirit, fail to arouse the old-time enthusiasm and religious fervor. Intelligent men ask for something more ennobling and elevating than exhibitions of bigotry; and, seeking it in vain within their own Church, have, as Presbyterians have learned to its sorrow, ranged themselves under the banner of Rationalism.

The latest number of the *Presbyterian Review* contains an effusion that can produce but one effect on the reader—profound pity for the writer. He must be a very young man, and, judging from the quality of his diction, he is in sore need of a post graduate course in a university. He is no lover of Madrid and her gorgeous cathedrals "dedicated to the worship of the Blessed Virgin Mary," etc. Perhaps he does not know better, and so, with unfeigned sorrow for his sublime ignorance, we tender him our sincere compassion.

We notice with pleasure that Most Rev. Satolli is fast becoming a master of the English language. Everywhere he is producing the most favorable impression. The opposition in certain quarters has given way to filial respect and obedience. Dowered with superb mental power he cannot fail to produce an impression upon American Church history; and even the secular press has no words too eulogistic for the grave Italian. He is a man like unto his master Leo XIII.

IF THERE is a man whose name shall in years to come shine glorious on the pages of the history of the Catholic Church of America it is assuredly that of the Cardinal-Archbishop of Baltimore. He has done much for the Church to which he has given the wealth of his heart's affection. He has, in the simple, kindly style so characteristic of the man, laid before thousands the truth and beauty of his religion; and this is perchance the secret of the esteem evinced for him by all classes. The mere controversialist, no matter how able, is after a short time no longer remembered; but the earnest, intellectual and loving man does his work long after the tomb closes over him. So shall it be with the Cardinal of Baltimore. The winning gentleness that inspires his writings and actions shall give his name an abiding place in the memory of all Americans. He will be remembered as the prelate who read men and things by the light of a guileless, loving heart, and saw good in all.

It appears that it is the custom of the P. P. A. fraternity—showing, we suppose, the love they bear one for the other—to sit on each other's knees, with their arms around each other's necks and cheering each other on to do battle against the Catholics. We know two of our aldermen who belong to the organization—one weighing about 300 and the other about 70 lbs. It would not be unseemly were the little fellow to take up his quarters on the lap of the big man, but were the situation reversed we fear there would be a P. P. A. funeral and a new election for an alderman. Considering that Catholics are only about one-seventh of the population of this city the heroism of the P. P. A. men it would be impossible to undervalue. Many of them would to-morrow shout "pro-Popery" as loudly as they to-day shout "no-Popery" were such a course likely to remove Sir Oliver from his well-entrenched position, thus giving them what they are hungering after—the fat pastures of the Ontario Government.

SOME of the Irish Home Rulers have been perpetrating jokes at the expense of the Ulster Orangemen and the landlords. A despatch appeared in the *Mail* a few days ago—and it is significant that that paper was the only one

in which we saw it published—that "in many parts of the country the peasants are holding regular lotteries for land. These lotteries generally take place in the chapels. Each man pays an entrance fee of sixpence, and draws a number giving him the rights of a certain plot of land when Home Rule is established." We suppose our contemporary gave currency to this item with the object of throwing odium on Home Rule and Home Rulers, believing, no doubt, that many amongst its readers would take it all in earnest. The Irishman will have his joke as occasion arises, and what adds zest to this one is the fact that some of the Orangemen will no doubt take it all in earnest, and work themselves into additional fury over the outlook.

It is an indication of the importance of the influence exercised by French-Canadians in the United States that President Cleveland has nominated three of them to consular positions in Canada, namely, Mr. M. Lanthier, editor of the *National* of Lowell, to Sherbrooke; Dr. Le Rocque of Plattsburgh to Saint-Jesu, and Dr. Martel of Lewiston to Three Rivers.

"LOYAL ORANGE LODGE" No 36, of Campbellford, Ontario, has undertaken the difficult task of regenerating the whole British Empire and preserving it from "Romish aggressiveness." To effect all this it has passed unanimously a strongly-worded resolution which was sent to the *Mail* for publication, against the Dominion Cabinet, because, as the resolution states, Roman Catholics have a larger representation in it than they are entitled to." The members of the Lodge have evidently overlooked the fact that Catholics have 42 per cent. of the Dominion population. They also promise to "shed their blood" to defend the "civil and religious rights of their brethren in Ulster." The following delicious paragraph of the resolution, referring to the Orangemen who hold office in the Cabinet is well worth reproducing here for the sake of those who wish to enjoy a hearty laugh:

"It is a deplorable sight to see the Grand Master of 300,000 Orangemen in Canada enlisting under the banner of the enemy and taking the shilling of treachery to the Order. But, alas for the frailty of human nature! we read that Judas sold his Master for a few pieces of silver, and after that, conscience-stricken, hanged himself. If Brother Wallace and Brother Bowell had as tender a conscience as Judas, we would expect as much from them, and it would be no loss either to Orangemen or Orangeism or to the country."

MR. LABOUCHERE, in *London Truth*, has recently thrown some light on the general character of hypnotic exhibitions, by informing the public of the manner in which many of the so-called "hypnotic subjects" were accustomed to perform their wonder exciting feats. By interviews with some of these subjects he has ascertained that they humbugged even the doctors by the readiness with which they eat candles and soap, and drank castor oil and pepper-sauce, while pretending to relish them amazingly as if they were eating cakes and drinking palatable wines. Needles were allowed also to be thrust through their ears and cheeks; but it has been admitted that they had by practicing these things become able to endure the trying tests, notwithstanding their disagreeableness and difficulty. Numerous confessions of subjects have recently been made to the same effect showing that many of the hypnotic tricks displayed in these exhibitions are mere deceptions, even though some are attributable to real mesmeric powers.

#### A Rising Barrister.

In Wallaceburg, a lively town in Kent county, Ont., a law office has been opened, in which, we predict a large share of the practice of that district will be done. It has been opened by a firm, one of the members of which—Mr. C. J. O'Neill, of Chatham—has already a wide reputation as a leading counsel in Western Ontario; while the other—Mr. M. P. McDonald—has been a most successful student, having passed his final examinations six months before his time was up, and is an energetic and able Barrister and Solicitor. The office in Wallaceburg will be entirely under the control of Mr. McDonald, who got a training in Perth and Toronto which will fit him for the present undertaking. Mr. O'Neill will act as senior consulting counsel, giving Mr. McDonald's clients the advantage of his many years' experience, ripe judgment and eminent skill. Mr. McDonald is a brother of the present parish priest of Picton, and has always, as has also his senior partner, been an adherent of the Catholic Church. We wish him, and are sure he will have, every success, in company with his eminent senior partner.

#### FATHER DAMEN'S LECTURES.

One of the most instructive and useful pamphlets extant is the lectures of Father Damien. They comprise four of the most celebrated ones delivered by that renowned Jesuit Father, namely: "The Private Interpretation of the Bible," "The Catholic Church," "The Holy Trinity," "Confession," and "The Last Things." The book will be sent to any address on receipt of 15 cents in stamps. It may be sent to Rev. Father Farnham, O. S. B., 22 Wilford street, Ottawa, or to Rev. Father, 22 Wilford street, Ottawa.

#### TEACHERS' CONVENTION.

A Most Elaborate and Successful Meeting held at Walkerton.

The general meeting held here last year by the School Sisters de Notre Dame being but preliminary was necessarily limited both as to time and work. But the assembly of these ladies at Walkerton on this occasion was characterized by professional business so varied and comprehensive as to make it as significant and valuable as any other similar gathering even in this era of teachers' conventions. The convention lasted two days—April 6 and 7—and was attended by all the ladies of this Order teaching in the Province, viz., from Berlin, Waterloo, New Germany, St. Agatha, St. Clements, Deemerton, Mildmay, Formosa and Walkerton. The programme, carefully arranged, consisted of practical lessons, discussion of questions, essays, addresses, papers, and a short but most interesting musical selection. The opening address by one of the Sisters briefly explained the object of the meeting, and clearly set forth the benefits that would be derived from it—all delivered in a manner so kind and encouraging that it added fresh zeal to the efforts of those who followed.

"How to teach Arithmetic to Primary classes"—a type lesson—was well handled, receiving several novelties that gave it new zeal and freshness. A first lesson on the adjective came next, and was developed and drilled in a way that left no room for improvement. The method of teaching "Percentage" was illustrated entirely on the principle of intentions, as was also a lesson on "Physical Geography" by the same lady—both of which were admirable specimens of pedagogic skill. The difficult matter of teaching and learning irregular verbs was made easy and pleasant by many happy illustrations on the part of a teacher who also at a later hour entertained and profited her audience with a vivid and striking delineation of how to teach reduction to beginners. A lesson in History—the seven Years' War in America—was highly interesting, as was also one on primary drawings. A first "Lesson in Fractions" comprehended all that could be said on this branch of the subject, and was presented with a skill and vivacity that entirely relieved the work of its innate dryness. One of the most interesting pieces of the occasion was a lesson in Bible History given in such a cheery, unartificial and attractive form that the subject must certainly be highly popular in this lady's class. Similar to it was one on "Letter Writing," which was exceedingly well developed and calculated to make the work a matter of pleasure as well as duty. "Local Geography," a most desirable subject, was thoroughly treated, and in like manner a Literature lesson, by the lady who gave the opening address. Two lessons by another teacher then followed—one a development lesson on a picture, and the other "Work in Land" to illustrate Geography definitions—both of which were ably handled and strikingly appropriate for primary work. The evolution of a complex sentence from the simplest elements was an excellent lesson in all its parts—from the point of departure, the gradual connections, the review, the drill—not a link was missed throughout. Of the same character was a lesson on "Sentence Building" for beginners. An essay on "How to teach Composition" and a paper: "Assistance to Pupils," both given below, are, as may be seen, constructed with great care, and show undoubted literary ability, and are very instructive. The Separate school Inspector, representing the Educational Department, was present during the two days. At the end of the teachers' exercises, as above briefly described, he took up a considerable time commenting upon the work of the convention and lauding on various school matters. Summing up the results, he delivered a high eulogium on the professional zeal and ability shown by the ladies of this Order, assuring them that this was one of the most successful conventions he had ever attended.

#### HOW COMPOSITION SHOULD BE TAUGHT.

Composition, as you are all well aware, is one of the most important subjects in the school programme, and for this reason it should receive very careful attention from the very beginning of the child's school life. In the lower forms it is termed Language Lessons. If one of the aims of education is to bring the pupil as nearly as possible to perfection in the art or science he is studying, surely this end should not be lost sight of in the study of composition. But, in order to be at all successful the teacher must have in mind a clear conception of the nature of the subject she is attempting to teach, and make sure she is adopting correct methods. That a pupil may acquire the art to express his thoughts in speaking and writing correctly, gracefully, and in a pleasing manner, a good solid foundation is necessary, which foundation must be laid in the primary school.

The teacher who has this part of the language structure to build has by no means an easy task, and should therefore be very choice in selecting her materials (her plans and her methods) that she may attain the best results possible. That which will cause her most difficulty in starting a class of beginners is to know how and where to begin. Here she has before her a class of little folk just setting out in school life, some of whom have come from homes where they received careful training and are able to express their little thoughts clearly and well; while the others, and they are by no means the minority, have been impressed, it would seem, with a fear of uttering a word, whose little lips are tightly set when the teacher attempts to lure them into a conversation.

She now sees the first thing to be done for these little folk is to teach them to talk. To succeed in this she will begin by questioning them about those things that are most dear to their childish hearts, viz., their homes, their friends and their pets. If she is sly about it, she will often surprise them into saying something, and, once their little tongues are loosened, one great difficulty is overcome.

When she has drawn from them the history of all these familiar objects as home they will

be ready and willing to talk about those which surround them in the schoolroom.

The teacher will find story-telling very helpful in this stage. We all know the fondness children have for stories. They will soon have questions to ask, and the more courageous ones will often talk with the teacher about the story, and will be able to tell her a great part of it in their own place. It is the time for the teacher to improve the opportunity in guiding and directing the children to speak correctly and connectedly, and the teacher that perseveres in this wayfulness will find her pupils will have less difficulty in writing their talk correctly later on.

And, as soon as they are able to write, she should begin the work of written language. But this must be done systematically, beginning by having them write the names of all the objects they see in the schoolroom, naming all the objects they can see on looking out the window; names of some objects they can see on their way to school, etc. Then require them to write words expressing all the actions they can perform, then those which their cat, their dog, their bird can perform. Require them, for example, to make statements about each of the following, telling what they can do with them: a pen, a pencil, a knife, a ball, a spoon, a needle, etc. After they have had sufficient drill in the above similar exercises, they may be asked to write a story about their dog, or cat, or pony. Then the teacher might show them some object and have them describe it. She will, of course, have a talk with her class about the object before requiring a written tale. At another time the teacher may tell a little story and require the children to repeat it in their own words and then write it out on paper. Pictures furnish a grand means of arousing the children's imagination. Require them to give to that inanimate picture-life—this boy, girl, doll, cat, horse—everything must have life, and the children will be glad to do so. In this way the children are made to see that composition-writing is merely writing their talk.

This course having been pursued in the lower forms, the children will have acquired such facility in writing their talk that when they reach the higher grades, they will look upon the composition exercise as a delightful task. Great care must be taken in the higher grades not to destroy this love for writing, which the little folk have acquired by giving them subjects beyond their years, or subjects about which they do not know enough to see where to begin.

The choice of an appropriate subject is, undoubtedly, of greater importance than upon it will depend, in a great measure, the kind of work the teacher may expect her pupils to do for her. When she has carefully chosen a subject, she should give them a lesson in History—the seven Years' War in America—was highly interesting, as was also one on primary drawings. A first "Lesson in Fractions" comprehended all that could be said on this branch of the subject, and was presented with a skill and vivacity that entirely relieved the work of its innate dryness. One of the most interesting pieces of the occasion was a lesson in Bible History given in such a cheery, unartificial and attractive form that the subject must certainly be highly popular in this lady's class. Similar to it was one on "Letter Writing," which was exceedingly well developed and calculated to make the work a matter of pleasure as well as duty. "Local Geography," a most desirable subject, was thoroughly treated, and in like manner a Literature lesson, by the lady who gave the opening address. Two lessons by another teacher then followed—one a development lesson on a picture, and the other "Work in Land" to illustrate Geography definitions—both of which were ably handled and strikingly appropriate for primary work. The evolution of a complex sentence from the simplest elements was an excellent lesson in all its parts—from the point of departure, the gradual connections, the review, the drill—not a link was missed throughout. Of the same character was a lesson on "Sentence Building" for beginners. An essay on "How to teach Composition" and a paper: "Assistance to Pupils," both given below, are, as may be seen, constructed with great care, and show undoubted literary ability, and are very instructive. The Separate school Inspector, representing the Educational Department, was present during the two days. At the end of the teachers' exercises, as above briefly described, he took up a considerable time commenting upon the work of the convention and lauding on various school matters. Summing up the results, he delivered a high eulogium on the professional zeal and ability shown by the ladies of this Order, assuring them that this was one of the most successful conventions he had ever attended.

In conclusion, permit me to remark that the teacher who has cultivated a literary taste in her pupils and a love for composition writing has conferred a benefit upon them which cannot be overestimated.

#### ASSISTANCE TO PUPILS.

A very important question and one that must confront every successful teacher, is to what extent ought I assist my pupils? Many teachers take it as a matter of course that they should assist their pupils whenever called upon. If those teachers understand what assistance to pupils is, then they are right, they should assist them to the extent of their ability.

But very much that is considered assistance to pupils is, instead of assistance, a positive hindrance. A pupil is in school, not for the purpose of "going through" a course of study, but for the purpose of "going through" history, geography, etc., but the only reason he is there studying these branches is for the purpose of acquiring the faculties of the mind—reason and memory—and to accumulate facts on which these faculties can operate.

There are two purposes for which a child attends school: first to develop the faculties of the mind; second, to obtain knowledge. Knowing, therefore, the end that the teacher should aim at, we are in a position to answer the question, to what extent should a teacher assist her pupils? which assistance is the means to the end. Physicists tell us that knowledge is obtained and the mind developed by working from the clear to the obscure, from the known to the unknown. To keep the pupil advancing in conforming to this law of the mind is the assistance that teachers should give pupils.

This law is violated, for instance, in arithmetic. Let us suppose a pupil is beginning something new. The first thing that meets the eye is a rule, then a formula, then an example worked out. The pupil proceeds to apply the rule to a few examples that follow. Then he comes to another rule and another formula. Thus he proceeds from rule to rule, formula to formula, until he goes through the arithmetic. When he is through, after a year of labor and tedium, what has he done to develop the faculties of the mind? Nothing. He has simply learned a rule and a formula. It is as though one should send a pupil to the board and keep him multiplying five by six, subtracting seven, and dividing by two, etc., which would be only mechanical labor, and, instead of helping the child, positively hinder him. It hinders him because his mind has been allowed to lie dormant, and mental as well as physical strength diminishes from disuse.

Now let us suppose the pupil goes through his arithmetic under the supervision of an intelligent and competent teacher. The first thing such a teacher would do would be to take away the rule and formula and make the pupil able to formulate a rule of his own. He thus would have a start, something clear. If he proceeds in this way he conforms to the law of the mind, proceeding from the clear to the obscure, from the known to the unknown. When the pupil finishes the arithmetic under such assistance, his reasoning powers have been strengthened, his knowledge has been obtained, and nature has not been violated.

The law of the developing of the mind is again violated in history. Without the assistance of a competent teacher, the pupil will

learn isolated facts without reference to their connection to other facts. In such mode of study the pupil is never clear, then he cannot proceed from the clear to the obscure.

One occasionally finds a pupil who can recite pages of history verbatim, but when asked the meaning of difficult words or passages, he does not know. It is very evident that such a pupil has spent very much time upon that subject, for he can recite whole pages of it, and it is just as evident he has learned nothing. He has violated the law of mental growth.

The teacher's legitimate assistance to such a pupil would be to make him learn to accustom himself to thinking and seeing relations; with this assistance, he would very soon study intelligently.

So we might go through the whole catalogue of studies, from the highest to the lowest, and the same law of mental growth that the pupil proceed from the clear to the obscure, from the known to the unknown, should be the guiding star of the teacher. When the law of nature is violated as in the case of disaster, and it is true to mind as to body.

So let the teacher assist the pupil to study intelligently and effectively, making him exercise his reason and memory, and not be coached nor carried by rule nor formula; in short, lead the child from the known to the unknown, from the clear to the obscure.

When the law of nature is violated as in the case of disaster, and it is true to mind as to body.

#### OUR SEPARATE SCHOOLS—WESTERN DIVISION.

Annual General Remarks by the Inspector, Taken from the Report of the Minister of Education, for 1897.

GENERAL SURVEY. In this inspection there were 132 schools, 303 teachers and 13,613 enrolled pupils. As compared with last year these figures show an increase of 5 schools, 11 teachers and 327 pupils. Walkerton and Chertow, two important centres to the West, have contributed largely to this increase. The average cost per pupil, on the basis of the enrolment for 1897, was \$7.70, which, as I expect, is a decrease from the previous year. So that, in all these very material points, a substantial improvement has been made. The classes of all the teachers were visited and examined within the year. This remark does not refer to the Indian schools, which are reported upon elsewhere.

#### NEW SCHOOLS.

Curious to say, this has been a "city year" for progress in the building line, just as last year was chiefly a rural one. Toronto has put up, in the Bracken district, a handsome four-roomed brick school equipped with modern conveniences. London has erected two fine brick schools, wisely placing one towards the northern and the other towards the eastern limits, thereby securing all children against the hardships of a long journey. Brantford has given itself additional accommodation for one hundred and fifty pupils by the erection in a convenient part of the city of a two-story brick, modern and complete in all particulars. St. Catharines has replaced the frame building formerly used for the girls' classes, by a stately two-story brick, quite in keeping with the excellent character of similar buildings erected in that city of late years. Niagara Falls has also shown its enterprise by abandoning its frame school and transferring its classes to a handsome and commodious brick, recently erected. Bat Portage, though far from the centre of population, has put itself abreast of the times by constructing a new building that fully trebles the former one. Chertow, too, which began the year in its much-used frame school, celebrated Columbus day in an elegant brick, of which it may well feel proud.

#### ACCOMMODATIONS AND EQUIPMENTS.

Fully two-thirds of the whole number of buildings are of brick or stone, and with three or four exceptions all are comfortable and well kept. It was a pleasure to notice that in most cases teachers and pupils took pride in beautifying their class rooms with simple but tasteful ornaments, a practice which in the cultivation of youthful taste looks to the future as well as to the present. The backless bench and the clumsy long desk have all but followed the entire disappearance of the log school from this division, and the two places that still retain these primitive articles will soon exchange for more slightly and comfortable furniture. Other equipments are also, as a rule, quite up to the mark. The usefulness of playgrounds in general has been increased, but some are still conspicuous for what, in my opinion, is a serious defect—want of proper drainage, and the separation of the sexes. Amherburg and Stratford have each dispensed with the building formerly used by the senior boys' department, and have provided for all the pupils on the main premises; the satisfactory results already attained by this change have amply proved its wisdom.

#### TEACHERS AND PUPILS.

The teachers, as a body, are entitled to unmeasured praise for faithful and effective services during the year. The increasing importance given to the training of junior classes is one of the most gratifying features of the year. With other good effects, thorough teaching in the junior classes is one of the best securities against the evils of the cramming process, which still lingers faintly in many a one. Junior grade, and the higher stages also, the seeds of character take root, so that the teacher who keeps in view the true ends of education will not fail to cultivate the feelings of the pupils, and to develop the faculties of the mind. The limits of this summary do not permit a detailed account of the standing of each school; but, as this has been given in the full report, it will be enough to state here that in the matter of educational efficiency the schools as a body are making satisfactory progress. With the cordial co-operation of parents in all cases, I may say that even higher results can be obtained. Parents who steadily strive to habituate their children to studiousness and regularity, contribute largely to make the work of the teacher more efficient and durable. On the other hand, unwise parents often pull down what even the most competent teacher builds up.

While giving due attention to all the subjects in the school programme your inspector took occasion to emphasize the teaching of hygiene in urban, and agriculture in rural schools, as heretofore these subjects were, as a rule, taught to the "entrance class" only. Directions were also given in every school to give increased prominence to the teaching of composition (including letter writing and business forms), and to give suitable instruction in plain sewing to girls' classes on Friday afternoons.

TEACHERS' CONVENTIONS. This year were numerous and important. As many as six of these meetings took place in this Division at which had the pleasure of being present. One was held at Walkerton under the auspices of the Sisters de Notre Dame, another at Amherburg by the Sisters of the Holy Names, a third at Toronto by the Brothers of the Christian Schools, and three were held by the Sisters of St. Joseph, at Hamilton, Toronto and London respectively.

In general the business consisted of practical teaching lessons, essays, discussions, readings and lectures. Nearly the whole of these meetings was done by the teachers themselves, and at most of the conventions every teacher present performed some part in the programme. Besides being so remarkable for full attendance in every case, these conventions made themselves admirable by the whole-souled interest that the teachers took in the work that they had in hand. The exercises were performed with a high degree of skill, and there was no attempt at mere display, or in popular language, no "playing for the grand stand." The interchange of thought and ideas, the observation of the methods of others, and the kindly criticism

timely offered must make conventions like those above-mentioned prolific in good results, inasmuch as they are capable of increasing the teacher's knowledge, sharpening his professional skill, and strengthening his devotion to the noble cause of education. There is no teacher so efficient that his efficiency can not be increased.

#### THE COLUMBUS CELEBRATION.

Agreeably to the terms of the Minister's circular, Columbus day was generally observed by the schools of this division. Returns received from the principal cities and towns, and from several rural sections, show that teachers and pupils entered into the spirit of the celebration with a hearty goodwill. Generally speaking, the exercises were of a uniform character, suitable to the age of the pupils, and, in general, not too demonstrative, these exercises were well calculated to exert a wholesome influence on the youth of the country. What-ever makes the past or future tedious, over the present exalts in the scale of things being.

#### ENTRANCE EXAMINATIONS.

The cramming process (already referred to) and its resultant evils will never, in my opinion, disappear from the schools so long as the non-teaching public continue to estimate the standing of a school and the ability of its teacher by the number of pupils that pass the entrance examinations. Without at all questioning their *raison d'être*, I presume to say that teaching solely with the view of passing pupils for these (or any other) examinations, is a highly pernicious practice. Because, in most cases where this practice is continued the results sooner or later will be (1) the majority of the pupils without which all teaching is delusive, utterly disregarded. I need hardly say that the true criterion of professional worth is not success in passing for examinations, but a thoroughly taught "good all around" school. Let the public allow the teachers to take care of everything but making a specialty of examinations, and examinations will then, in the very best way, take care of themselves.

#### ARCHDIOCESE OF TORONTO.

##### SPECIAL TO THE CATHOLIC RECORD.

The exercises of the Forty Hours' Devotion began at the church of Our Lady of Lourdes on Sunday last. Solemn High Mass was celebrated beginning at 10:45. The choir, led by Miss Sullivan with Miss Elders as organist, rendered in a very finished style Mozart's First Mass in C, aided by a full orchestra. After the gospel His Grace Archbishop Walsh delivered a sermon marked by beauty of diction, wealth of moral and doctrinal truth and power of delivery. He gave a vivid and impressive picture of the infinity of God, the might of His power, the immensity of His grace, and the promise that drew attention to the divine mercy and consecration of this Supreme Being in coming on earth as a little child, living, dying, and dying as one. The Son of God was not satisfied with doing all this; His love for humanity prompted Him to remain with us always, hence the greatest of all His gifts—the Eucharist—in which He is really and truly present on our altars. His Grace then gave an exhaustive description of the circumstances connected with Our Lord's promise of that great gift and His fulfillment of that promise. He then quoted from Holy Scripture. He then showed how the apostles received the power of perpetuating this sacrament, and how their successors, the bishops, have followed in their footsteps. He closed with a short explanation of the devotion and an exhortation that the congregation would take advantage of the special graces attached to it.

On the same day the members of the Knights of St. John attended Mass at St. Paul's Church and received Holy Communion. It is the annual custom of this society to perform in a body their Eucharistic duty on the second Sunday after Easter. Some three hundred members assembled at 9 a. m. at their hall on Adelaide street and marched to church keeping step with the melody music of their life and drum band which preceded them. The members of the drill corps presented a fine appearance in their handsome uniforms.

The annual entertainment of St. Paul's Catholic Ladies' Literary Society will take place on next Thursday evening, 20th inst. Judging from the merit of the one of last year and from the character of the programme I have before me, the public may rely upon this one's being an unequalled success. There will be a comedy, called *Marriage a la Mode*, a series of operatic selections presented by members of the society in appropriate costumes, and a number of beautiful tableaux.

#### TO IRELAND'S FRIENDS.

The following call has been issued by the executive officers of the National Federation of America:

New York, April 5, 1898.

FRIENDS OF IRELAND: The crisis in the Home Rule question now confronts us. Mr. Gladstone has faithfully redeemed his pledges. Shall we keep ours? Without the continuous attendance of the Irish members in the House of Commons Mr. Gladstone cannot win.

As members of Parliament receive no salary, the great majority of the Irish members are not in a financial condition to give this necessary attendance. We must meet this difficulty, or the cause is lost. Through its magnificent meeting at the Academy of Music, New York has already spoken. It now remains for you, friends of Ireland, to respond.

To make this a success every city, town and hamlet should organize at once. As the urgency is great, all subscriptions from organizations or individuals should be promptly forwarded to the treasurer, Mr. Eugene Kelly, at Room 22, corner Broadway and Nassau streets, New York City.

DR. THOMAS ADDIS EMMET, President.

EUGENE KELLY, Treasurer.

JOHN BYRNE, Chairman Board of Trustees.

JOSEPH F. RYAN, Secretary.

#### EDWARD BLAKE'S SPEECH.

The Hon. Edward Blake's second speech in the House of Commons on the Home Rule Bill was delivered on Friday night just before adjournment, in a fairly full house. Mr. Blake specially dealt with the recent speech in which Mr. T. W. Russell argued against the Bill on the grounds of his late visit to Canada. Mr. Blake said Mr. Russell, when in Canada had fallen among Orangemen, who did not beat, wound, rob or disrespectfully use him, but received him hospitably, and crammed him full of things he was only too anxious to swallow, but Quebec experience showed that the fears of the Protestants of Ulster were ill-founded. The Protestants of Quebec always had a fair share, and generally more, in the government of their country. He paid an eloquent tribute to the tolerance and the rights of the recognition of the minority shown by Catholics in the Province. The whole essence of the controversy was whether to adopt a policy of trust and belief or a policy of incredulity and despair. The speech was well listened to by the whole House, Mr. Gladstone following it with the closest attention. Mr. Blake was much more at ease than on the first occasion, and though, owing to the lateness of the hour, the press comment is slight, the general verdict is highly favorable. The *Chronicle* says: "It was a really remarkable piece of reasoning." The *Daily News* says: "Mr. Blake showed himself again the inferior of no man in the House in vigor of mind, power of expression or knowledge of constitutional government."