

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 Covenanters 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 cast 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. McDonagh—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. McDonagh, who got a training in Perth and Toronto which well fits him for the present undertaking. Mr. O'Neill will act as senior consulting counsel, giving Mr. McDonagh's clients the advantage of his many years experience, ripe judgment and eminent skill. Mr. McDonagh 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 Damen. They comprise four of the most celebrated sermons delivered by that renowned Jesuit Father, namely: "The Private Interpretation of the Bible," "The Catholic Church," "The Holy Church of God," "Confession," and "The Last Presence." The book will be sent to any address on receipt of 15 cents in stamps, may be sent to Rev. Father Farnell, O. S. B., 28 Wilford street, Ottawa, or to Thom. Conroy, 625-627 St. George Street, London.

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 a 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 try 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 lecturing on various school matters. Stumping 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 our 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 shy 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 in home they will be ready and willing to talk about those which surround them in the school room.

TEACHERS' CONVENTION.

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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 deal about the relation of place, 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 reserves in this way, 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 school room, names of 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, in their own words, 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 ball, a knife, a ball, a spoon, a needle, etc. After they have had sufficient drill in the above and similar exercises, they may be asked to write a story about their dog, or their cat, or their bird, or their dog, or their cat, their dog, their bird can perform. 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