

For the REVIEW.]

The Canadian Club of Harvard—A Good Word for our Schools and Colleges.

DEAR EDITOR— * * * * * The Canadian Club was formed a year ago by British subjects attending Harvard University, and has been in active existence since its first formation. On account of the larger number of Canadians in attendance at Harvard, it changed its name from the Colonial Club to that of Canadian. There are at present fifty-nine Canadian and British students in the various departments of Harvard in active competition with 1,300 students. The Club meets once a month, and on the 24th of May honor the name of our beloved Queen by giving a Club Supper, which is one of the events looked forward to of university life. A review of the records of the Club reveals the fact, that the Canadians who have passed through this great institution of learning have left a record envied by many; and as graduation after graduation has taken place, the records of the Club are passed to others to hold up its high standing. It is the aim of every Canadian student to make a record here creditable to our Club and to Canada. Most every member is a graduate of some of the Canadian colleges, and taking advanced work here. An evening spent with the Club would soon convince the writer of the superior training that each has had; and this is on account of the splendid training that Canada gives in her public schools and colleges. So when their students enter a large university in competition with hundreds, they are all to take the lead as our Canadian Club members are doing in Harvard University. Among the members of the Canadian Club several have been selected to fill Professorships in Harvard and other colleges of learning in Boston and elsewhere. Among the more recent that have been selected, are Prof. W. F. Ganong, in botany; Prof. A. E. Currie, in mineralogy; Prof. J. Daley, in dental surgery; Prof. W. B. McVey, in chemistry, College Physicians and Surgeons.

In a recent conversation with Professor Ashley of Harvard College, the subject of Canadian preliminary education was discussed. He said that it was a mistaken idea to think that the Harvard Arts Course was any better than that of the smaller Canadian colleges. It was much more expensive and could not be any better. As Prof. Ashley is a member of Harvard Senate, the opinion is of weight.

Nova Scotia and P. E. Island supply the larger part of the Canadian Club membership, with Upper Canada and the North West. Although from widely scattered Provinces, and strangers, after the first meeting of the Club when the college year begins, an active and energetic secretary gathers them into the fold of

the Canadian Club. Their friendship is then the truest, and seem to cheer up the students and buoy them up in the hard studies in which they are engaged.

CANADA.

Boston, Mass., December 1893.

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The Teacher.

When I was about to take up the duties of a teacher for the first time, a teacher by nature and experience said to me: "Don't get bossy." At the time I did not see the significance of the advice and almost thought it uncalled for. After having taught for one year I became conscious of the fact that I was fast becoming a "schoolma'am," in all that word, in modern usage, implies. I was each term becoming more domineering and less gentle.

Just to-day, I asked a little girl who her teacher was, she replied, "Miss L——, I like her, she is not cross." She spoke as if it was a very unusual thing for a teacher not to be cross.

Is this true? If so the pupils are to be pitied, but much more so the teacher; but has she not twenty things a day to make her so? True, every teacher has at times reasons for righteous indignation, but crossness is a fault which never leans to virtue's side. Do I as a teacher never become cross? Much to my dismay and disgust of self I do; but

"We may rise on stepping stones
Of our dead selves, to better things."

How can a young woman teach in a public school and maintain a gentle and lovable disposition? How can she be free from that which pupils with so much aversion term "crossness"? In the first place she can bear in mind that smiles are powerful and that it is neither criminal nor a waste of "sweetness on the desert air" to smile in the school-room. We are almost certain to receive impressions from anything on which we allow our thoughts or words to dwell. Let the teacher then dwell on the pleasant things which occur every day.

Do pleasant things occur every day in the school-room? Oh yes, if we open our eyes wide enough to see them and our hearts to appreciate them. "We are apt to view our troubles with both eyes and our blessings with only one."

The Bible tells us to think on "Whatsoever things are pure, lovely and of good report." Teachers who have tried, and apparently in vain, to appeal to the nobler nature of their pupils, have been led to exclaim, "They have not a nobler nature." But let us "be noble; and the nobleness which in other men lies sleeping but never dead will rise in majesty to meet our own."