

Report of the Montreal School Delegation to the Dublin Exposition in July and August, 1907.

(Continued from Page 2.) and control require a certain number of scientific ideas, the knowledge of theories to which these ideas are attached, the habit of intellectual methods and a fund of general ideas which alone can give rectitude to the mind.

OFFICIAL TECHNICAL INSTRUCTION.

For a long time Ireland has been demanding assistance from the State industries and her agriculture. During the summer of 1895, on the initiative of Hon. Mr. Plunkett, a Committee of Enquiry, composed of politicians, manufacturers, merchants and economists, all Irishmen, and taken from political parties of the most divergent views, met together to study the question from a practical point of view.

This department disposes of an annual credit of £166,000 stg. (one hundred and sixty-six thousand pounds sterling) almost exclusively Irish money, obtained from Irish sources.

This Department is assisted by two controlling committees, the Agricultural Board and the Board of Technical Instruction.

This recent work encountered many difficulties. At first the want of qualified teachers for the new training was keenly felt, the teachers had to be instructed at the same time as the pupils.

In Dublin we visited two or three industrial schools, and they are well worthy of the attention of those occupied with educational matters.

The first Industrial school for girls, authorized in Ireland, was at Lanelands, Sandymount, Co. Dublin, under the direction of the Irish Sisters of Charity.

able who must therein acquire the elements of human knowledge. These class-rooms, are both commodious and elegant.

Drawing and manual training are well taught, and the school is examined yearly by the State Inspector. Every year, it succeeds in obtaining the note "Excellent" and it certainly well deserves it, as we were enabled to judge by an attentive study of each of its departments.

At Dublin we visited the Industrial school at Carrigrohane, conducted by the Irish Christian Brothers at Cork.

There is also a large model garden where the pupils are given lessons in practical agriculture and in horticulture.

Thus far we have spoken only of boys' schools, or of mixed schools. Thus, for instance, the central model Normal School in Dublin has quite a department for girls.

The former of these two is well known, not only in Ireland, but in England and in the United States.

This convent is also situated in Cork, in Cork. "Where the bells of Shandon that sound so grand on the pleasant waters of the River Lee."

The lace-making class is a particularly interesting one. We see here the timely application of a principle in pedagogy. People keep repeating nowadays that education is of the social environment in which the pupil is to pass his or her life.

In all the schools, the teaching is of the same practical nature. In order to make needle-work more thorough and effective, a special inspectorship has been established, and the work entrusted to Miss Prendergast, a lady highly qualified for the position.

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a series of books, and if these are approved by the Board of Education, the books are put on the official list.

The managers are then free to select from the books approved of, but even then they may adopt others.

In Belgium, too, this branch of instruction is well taught. They have there beautiful wall-charts showing the different sections of the course in cookery.

Singing is well taught in all the schools of Dublin, and in many of them, with undoubted success.

Anti-alcoholic teaching in the primary schools has not yet become extended, or been organized in a way desired by all those who wish to see alcoholism driven out of the country.

It is true that a beginning has been made by enrolling young people in temperance societies.

The first school mutual benefit societies were established in France in 1881. Soon it was remarked that this work would have a high educative and social influence.

Province of Hainault that had the honor of promoting these benevolent institutions.

We do not intend to trace the history of the beginning of these schools of mutual benefit societies in Belgium. Suffice it to say that these mutual benefit institutions were officially introduced into the schools by a very important circular dated 13th of June, 1897.

The question of education is a complex one. It is a question bordering on the domain of morality and religion. And when a great Government proclaims itself sovereign in matters of religion and morality, it does not hesitate long about taking education entirely into its own hands.

Here, at home, we passed through a somewhat similar crisis in 1801, when the Royal Institution conferred upon us Protestant English schools.

But let us return to Ireland. Among the communities who distributed the bread of instruction at that time, we find in the forefront the institute of the Irish Christian Brothers, founded in 1802 by James Rice with the object of giving poor children an education in harmony with the principles of the Catholic religion.

Programmes of study are imposed, minute in detail, narrow, inflexible, based on English ideas and utterly forgetful of the "idiosyncrasies" of the nation.

And thus we are surprised to find that the broad-mindedness, so much boasted of by the Englishman, does not see the matter from this point of view, but, on the contrary, pushes intolerance so far as to exclude from the National schools the teaching of the Irish history, the teaching of the language of the nation, any and

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every allusion to Catholicism, any and every Irish song? And yet, the language and the history of the people are so intimately bound up with them as to form a portion of the very soul of the nation.

When we compare our own system of education with that of other countries, we have good reason to rejoice. Our education, primary, secondary, and superior, is given under conditions ensuring a success of which we may be legitimately proud.

Until now, our efforts have been directed towards commercial studies and these will soon be happily crowned by courses in the new High Commercial and Technical School.

Industrial education consists also of three degrees, primary, secondary and superior.

The secondary degree, or grade, of industrial education is represented by what is called in France the National schools of arts and trades.

These are for the boys. For the girls the teaching of house-keeping forms a part of their general technical education. But after the general courses, comes the general apprenticeship which is then divided into specialties at the professional school.

household management, classes annexed to the superior classes of the primary schools and frequented by pupils of, at least, 12 years of age. Moreover, the house-keeping classes annexed to the schools for adults and the special housekeeping for adults are also intended for pupils of, at least, 14 years of age.

MANUAL TRAINING. Wherever manual training is given, there are workshops not only for wood work, but shops are also opened for iron work. Here, so far, we have shops for wood-work only. Drawing should be taught with a view to prepare the pupils for manual training.

MATERIAL FOR TEACHING. We have seen that, for the giving of object lessons, in schools that are well equipped, there are small collections of objects from all the three kingdoms of Nature.

ANTI-ALCOHOLIC TEACHING. Anti-alcoholic teaching ought to be organized in a regular way, according to the methods followed so successfully in several other places.

ANTI-ALCOHOLIC LECTURES. In order to organize, or establish anti-alcoholic teaching in the schools of Paris, lectures on the subject were at first given in the superior primary schools; then in some of the commercial schools.

Sleeplessness—When the nerves are unstrung and the whole body given up to wretchedness, when the mind is filled with gloom and dismal forebodings, the result of derangement of the digestive organs, sleeplessness comes to add to the distress. If only the subject could sleep, there would be oblivion for a while and temporary relief. Paroel's Vegetable Pills will not only induce sleep, but will act so beneficially that the subject will wake refreshed and restored to happiness.