

to be chewed and digested; that is, some books are to be read only in part, others to be read but not cursorily, and some few to be read wholly and with diligence and attention. I would have you thoroughly loyal to the programme as well as to every other regulation which those who are placed over you may determine upon. How can a teacher expect or enforce obedience on the part of his pupils if he is not himself thoroughly obedient to those who for the time are officially his superiors? But you must exercise your judgment as to the relative importance of different subjects, and the time to be given to them, as well as the most effective way of presenting them. Some few subjects must be studied thoroughly, and others dexterously introduced so that interest in them may be excited. It is better to study two or three things well than a dozen things badly. Education, remember, is a leading forth from innate barbarism and ignorance; it is the training of the tender mind; in its beginning it is like getting the infant of a few months to hold a pencil, or something equally small and light, in its tiny hand, knowing as you do so that the same hand may yet swing the sledge-hammer, or steer the ship, or paint an exquisite picture. You want to create an interest—to call into action powers that are dormant, whose exercise is absolutely necessary for their growth and expansion.

Try to make your teaching as interesting as possible. The author of "The Gentle Life" speaks of cramming the youthful mind "with the fairy tales of science and the long results of time," made as dry and innutritious as a bone out of a French stew. Some teachers—I am far from reckoning any of you in this category—reduce every subject, however interesting it can be made, to a dull commonplace. Let there be as little of the drilling master as possible, not only about your management of your school but about your method of imparting knowledge. No two of your pupils are exactly alike. Study closely the idiosyncracies of each, so that you may not fall into the fatal error of treating all of them as so many facsimiles of one individual. You are not to repress individuality, but to encourage it within lawful bounds.

"To arrange his thoughts clearly, to speak his own language intelligibly, to discern between right and wrong, to govern his passions, to receive such pleasures of ear or sight as life may render accessible," is not a bad summary of primary instruction. A child who has learnt this has made a good start, and will probably go on learning to the end of life; and if you add to this "a politeness towards and correct estimation of the opposite sex, personal cleanliness, proper pride—a lofty feeling which will keep the boy from committing any dishonesty and meanness—and not only a love but a thorough knowledge of truth, of its weight, use and power, and of the weakness, danger and shiftiness of falsehood," you will have done all that you possibly can do with many of your pupils, and, though you may not at first think so, you will have done a great deal towards the formation of characters that will not be unworthy of the highest destinies to which they may be called.

A thoughtful teacher who takes an enthusiastic interest in his work will always feel, as his pupils leave him one by one, that he has not done half as much as he would have wished for them; but if he has done his best to make them masters of the branches they have been studying under him, and withal has given them a clear idea of their ignorance and defects of character, and has stirred up a desire to remove that ignorance and those defects, he need not worry himself; the world is a school and experience one of the best of teachers, and there is the lifetime for learning.

No earnest thoughtful worker can repress the sigh which he half unconsciously heaves as he thinks of the incompleteness of his labors, whatever they may be; but there is ground for much consolation in the thought underlying the following lines, which are, I

think, a not inappropriate ending to these few remarks, which through your kindness I have been permitted to make:

Nothing resting in its own completeness
Can have worth or beauty, but alone
Because it leads and tends to further sweetness,
Fuller, higher, deeper than its own.

Spring's real glory dwells not in the moaning,
Gracious though it be, of her blue hours;
But is hidden in her tender leaning
To the Summer's richer wealth of flowers.

Childhood's smiles unconscious graces borrow
From strife that in a far off future lies;
And angel glances (veiled now by Life's sorrow)
Draw our hearts to some beloved eyes.

Learn the mystery of progression duly;
Do not call each glorious change decay;
But know we only hold our treasures truly
When it seems as if they passed away.

Nor dare to blame God's gifts for incompleteness—
In that want their beauties lies; they roll
Towards some infinite depth of love and sweetness
Bearing onward man's reluctant soul.

THE SEPARATE SCHOOL.

BY T. O'HAGAN, BELLEVILLE.

It is a pleasing fact to note how an interest in the Separate School is being gradually awakened in Ontario. Two years ago it slumbered. Since the inauguration, however, of a Separate School Convention it has arisen before public gaze, and now justly claims at least a passing notice. And why not? It is a portion and part of the great Public School system of this Province, of which we may all, without any exposure of vanity, feel proud. It is not, as an American journal of education in a fit of rashness was pleased to term it some time ago, a disfigurement of our Public School system, but rather an index of the justness of the Protestant majority of Ontario in recognizing the right of conceding to Catholics their own schools, as the Protestant Separate School points to the liberality of the Catholic majority in Austria, parts of Prussia, and our own sister Province of Quebec. It is time, therefore, that we set about studying as to how we shall render the Separate School more efficient rather than waste time in debate over the advisability of its existence in our midst. True, using the words of the Hon. Minister of Education, the Separate School is permissive, but we should add the word "necessity," and term it a permissive necessity. Granted, then, that the Separate School is a necessity in this country, the question arises, what are the great drawbacks to its progress? To my mind these two constitute very prominent ones—the want of well-qualified teachers, with the lack of a thorough and uniform system of inspection. In a word, we require a backbone to our system, and the backbone is, without doubt, a rigid inspection. There is no denying the fact that our Separate Schools are not inspected. We are divided, isolated and left to ourselves. Who, I ask, are to look after the interests of our Separate Schools? Can we cheerfully look up to advancement in the Separate School until we have men in Separate School education whose object, aim and hope is the promotion of its interests, and whose pursuit is entirely confined within its growth and welfare—men who intend to grow with its growth and strengthen with its strength, whose spirit throbs in its very structure? We may have individual cases where the Separate School in its present state and condition, owing to some great mind who moulds its