fr. Shackelford will be in future how he existic powers.

RCH UNION MOVE. MENT.

has begun among some ministers of the United towards a union with es, or, as they usually "Disciples of Christ." ipper, one of the most the Baptist clergy, of s strongly in favor of and he even proposes to "Christians" for the an approach to the name so called disciples. He es "are in error in the

place upon baptism :" s there can be no great rranging a union, as so great difference beand Disciples as is gen-

Watchman, a Baptist ated that negotiations ng the union have been d on between prominent cts, to such an extent nmation is quite probrks, however, that the hes are ecclesiastically nd that "no one is comor the denomination to rgence in another. Nor e of a majority in any bind a dissentient minto commit ecclesiastical

that the assumption of ristian " as the designaw combination would be thorized assumption exthe assumption of Episalling themselves "the hopes, therefore, that on take place, and that e adopted, the new sect e other distinctive title "Christian."

an Baptists do not ankindly to the proposal The Northwest Baptist the general opinion of ists when it says: "We isdom of spending time doctrine. Disciples

g what they believe and ot believe.

avowal of the Boston ove quoted to the effect ptist congregation has ar belief, it is certainly logic for Baptists to put for the union of another , that the latter should some definite belief, the ng themselves free to unsettled matter. Yet nt sects, that they are e truth at will, or what therto held to be the ulterior end is to be loing. On this subject, Evangelist of St. Louis ently a letter from a ter which very clearly derstand that most Bapat has hitherto been retruth, if they can thereoutward semblance of vs:

r most prominent secular ery lately circulated the two denominations were that project I can say a But as much as I de-dly dare expect it. I ere are too many in each who are too bigoted to yield anything of what d to be the truth—and nief reasons why they be true is because they

"Baptist Churches ask embers to subscribe to hy creed;" but that there nange in this respect, so l not be surprised to find was as great a difference of different members of Church as in the which you belong. point in which Baptist t quite agree with Bap-

ese writers and teachers Church of Christ is eviy different from Apostle St. Paul. that the purpose rist instituted a Church a hierarchy therein was rth we be no more chiland fro, and carried very wind of doctrine."

d to say that if humility was the first grace for ordinary onsider that for souls aiming arage is of more account at in humility.

proved the inestimable value of hones preparation. "The subtraction facts of ten," apparently a sober and prosaic lesson, was so ably manipulated by means of objects popular to infant tastes, as to prove that even fun and fancy may often be turned to practi cal account. A first lesson on mood. unlike many "first lessons," was ac unlike many "first lessons, curately gauged as to quantity and curately gauged as to quantity and The business of the first day was then wound up with a paper from the Inspector on "Psycho Physics," or the

oint operation of mental and natural

science in teaching. At this point the assembled teachers grouped themselves

into five committees, according to their

respective forms, and each committee

was instructed to duly consider a cer-

tain subject and next day's meeting. The subject next day's meeting. The subject 'Natural Science

for Primary Grades," "The Culture of the Imagination," "Utility

of the "Picturing Out Principle in History," and others of a like practical nature, all of which were re-

thoroughly business-like manner. The second day's work began with a paper entitled "Tiny Tasks for Tiny Thinkers," specifying and illustrating

many ways of dealing with little

children during the first year of their

than methods, it was plain to all the teachers that in dealing with this, the vivifying principle of their profession he was about to perfect and dignify the work in which they had been engaged during their two days' conven-tion. He enlarged upon the dignity and responsibility of the teaching pro fession in general and of the religious teachers in particular, showing them that the well-being of society largely depended on their works, that it was the complement if what the Church herself was doing, and that after the Church the school was entrusted with the sublime task of fitting children to pe not only useful citizens of this world but also happy citizens of the world to come. These were some of the lofty considerations that should inspire every considerations that should hispiteevely teacher, for, in the absence of Christian motives, all the knowledge and skill that the world possesses would never supply their place. It is true that the world does not properly appreciate teachers, but this fact should not discourage teachers in religious life, for they know that every day of their lives they are virtually if not actually ported on in a prompt, vigorous and thoroughly business-like manner. repeating our Lord's injunction: repeating our Lord's injunction: "Suffer little children to come unto Me," and that by working daily under the influence of His example their final reward will be infinitely greater than if they had received the most unboundschool life. It is published below and ed admiration of the world.

THE CATHOLIC RECORD.

"We may our homely duties, And commonplace enjoyments so refine, That life will blossom with a thousand beau-That life will blossom with a thousand beauties.
And swell the chorus of a song divine."
The girl we love is she who is her mother's confidant; the tried and trusted friend of her brothers; the younger children's consolation, and the valued member of the social circle in which she moves. But not alone at the fireside do we find these noble girls, for at the present time there are thousands of them bravely fighting life's battle alone, unprotected by fond fathers or brothers; uncheered by the love and sympathy of dear mothers or issters. All honor to them! They need but to be known to be loved for their own real worth. And it would be well, since the wheel of fortune is so uncertain—often bringing unexpected and sudden reverses—to equip every girl for some honorable self-support, even though at present there be no likelihood of her ever requiring it. Mere fashionable accomplishments are of no value whatever, being generally superficial. Therefore in every school where there are daughters, in every school where there are sirls, the question of how they are to be educated should be frequently discussed by thoughtful parents and teachers. The girl that is wanted must take positive delight in doing well whatever she attempts. She must be quite at home in all the departments of dor estic science, especially in the kitchen, the sewing-room and the sick-room. The queen in her must never be disguised in calico dresses, or heightened by silks and velvets. When she says no, she means no. If she have an engagement at a certain hour she will keep it. She must hate deformity of form as well as of mind; and will therefore be solicitous about both And swell the chorus of a song divine."

an everyday courtesy that will necome not second nature, but nature itself. They should be trained to accompany every request with the word, "Please," and no receiving any kindness to say "Thank you," not only to their teacher, but their companions also. The pupils should always speak in an even, pleas at tone, which is the only polite one in which to speak to any note. The same quality of voice used in the parlor at home ought to be acceptable in the class known one. The same quality of voice used in the parlor at home ought to be acceptable in the class known one. It is not necessary to have them shout their lessons, nor to read them in a loud, high key. The pupils should also be taught toat even their manner of asking questions is an index to their degree of cultivation, and therefore, they should be ever question nor answer abrupily. On entering the class-room the pupils should greet their teachers with "Good morning," and make at the same time a graceful obeisance. When their its necessary to pass in front of her or any of the teachers they should also bow and excuse themselves. When pupils are sent to any of the class-rooms to give a message, politeness requires that they rap gently and wait until they are admitted. Their manner of walking and closing doors should be such as not to startle all within. A polite boy or girl will be on the alert to be helpful to the teacher, to do for her those little services which may be called forth each day, such as opening and closing be standing or sitting, their position should always be erect, their manner attentive, not flagsting with their pencils and books, nor moving and turning about. When the pupils are addressed they should robe and any stream of the pupils and books, nor moving and turning about. When the pupils should comply readily, keeping in mind that what is done quickly is twice doon for the teacher's patient in after to use requests—not commands—ask pupils of the time and the cacher should make opportunities to show the more allowed the pupils should r

Tiny Tasks For Tiny Thinkers."

As the change from the home to the school room is very trying for little ones at the beginning of the year, the inventive pow meant of keeping the child's consequent of the change of the year, the inventive pow meant of keeping the child's consequent of the year of the teacher, for the same of the charge of the teacher, to reward the food mather from whose care it has passed to teach to it a long, thresome day, unless an achool and the "tiny tasks" are made the part of the teacher is to sympathize with the child and to make it feel at home, for naturally during the first few days in school the child and to make it feel at home, for naturally during the first few days in school the child may cry and fret. Take it by the hand, show it around, pointing out all the pretty picture, etc. Have the other children sing and desk, but give it a seat beside yourself, and, instead of putting an alphabet card into the child's hands, give it a picture book, and when it tires looking at the pictures, have some toys for it, and even allow it to bring some toys from home. Always try to have some candies in reserve, and if you cannot afford such dainties, some little thing that will please should be given instead—for example, a teacher who was once on a very poor mission, too poor to have candies in store, used to give a peacock feather to each of the little ones, and I believe it worked as well as the candy. When this important work has been accomplished, the children, no longer homesick, will begin to take pleasure in their new surroundings, and rejoite in the useful and pretty things presented to their astonished gaze. While the teaches is engaged with one class, those in their seats should be occupied with a variety of busy work, such as sore small and read the word or figure thereon.

Chock—To impress upon their young minds, from the very first, the importance of punctuality, the subject of the clock should be introduced as a first betword or diverted as a first, the importance of punctuality,

show them the may fittle children; they will be interested and deligited with a sight of the inside. Did you ever see anyone wind the clock? Yes. Papa and mamma wind it. Why must it be wound? Look at the wheels: can you show me how they moye? How does the penduium swing? Or what use are clocks to us? (The children may give instances of the use of the clock.) All the little boys and girls who came to school in time this morning may stand. Would you like me to tell you, how you can all be in time to-morrow? Yes. Well ask you had bow heartly they will enter into the work with the interest of more you might have decked points bed in time this way. (Show a quarter before nine by the clock in your hand or a picture of nine by the clock in your hand or a picture of nine by the clock in your hand or a picture of one you might have drawn on the board. The children might sing about the clock.

FRUITS.—The next very important and pleasing subject would be that of fruits, and one very FRUITS.—The next very important and pleasing subject would be that of fruits, and one very convenional with the subject when the teacher should have some apples, a pear, peach, plum and grapes, but have the talk principally upon the apple. The best means of illustrating this would be a small branch bearing both fruits and leaves. You would also require a colored picture of the apple blossoms. Let the children first name the fruits as you hold them up one by one. Gest them to fell you something about the color of each. Next let some one in the class touch them and thus distinguish the fruits. Then question them upon the shapes, also compare the velvety shin of the peach with the smooth skin of the apple and pear. Let some of the children distinguish the fruits by the sense of smell and others by the sense of taste. Call their attention to the difference between the way the grapes grow, and the way the apple, pear and pearls grows. Then ask them to tell whare we get the fruit. If it takes a long time for the apple tree to get these apples ready for us tocat? Yes it takes a very long time. Now call their tion to the difference between the way the grapes grows, and the way the apple, pear and peach grows. Then ask them to tell winger we get the fruit. If it takes a long time for the applet ret to get these apples ready for us to ceat? Yes it takes a very long time. Now call their attention to the picture of the blossoms. Ask how many of them have ever seen anything like these. Where? Yes, you remember the apple-blossoms we saw last spring. Some of the pupils who were in school last May brought pretty apple blossoms for the altar. Tell the children a story about the apple-blossoms; how the pretty petals dropped off the stem, leaving a tiny, hard green knob at the end of it; and all through the spring and sum mer this little knob-became larger and larger, until late in the summer, or in harvest time, the apple was full grown and ripe, like this (show apple and also make a drawing of one on the board). Did the tree make its apples without any help? No. What helped it to make them? The sumshine, the rain, the earth and the air. Nothing can grow without all these, not even you children. Tell me some of the uses of fruits? Very good to eat, and they are very wholesome when ripe. They are food not only for us, but also for the little birds, insects, worms and even the larger animals, which often have a feast upon them. (Feacer might then direct a child to cut the apple in the apple, chiedren? Seeds. How many seeds? Or what use are these seeds? "Ough they are very tiny, if each were plantences, leaving tree with roots and trunk, branches, leaving tree with roots and trunk, branches, leaving in the school grownd? During the last bour when the children become tired of seat work, in order to brighten them up, I would suggest a variety of action lessons, with or without objects. For example. Teacher might do some of the following actions or get the children to do them. Open and close the door, raise the window, put the blind up or down, walk slowly or quickly across the floor, sing, laugh, weep kneet, think, pray, sit, stan

Christmas —This is a subject which cannot be introduced too soon to the delighted children, who look forward to it with intense longing. Santa Claus and his Christmas gifts so wholly take up their thoughts that they will be ready for a talk about this welcome visitor. Begin by impressing upon their minds the object of the great feast of Christmas whose birthday it is, and tell them the story of the Divine Child, who came as a gift to the whid on that day, the most jeyous feast of all the year. Speak of Christmas gifts, greetings, etc. Make the impression that gifts are tokens of love, but that we can show love also by doing acts of kindness, deeds of love, for those around us. father, mother, teacher, companions and all our friends. Tell me some other time besides Christmas when people give presents? Yes, very often on birtbalays. But why do you think should Christmas be actione for gifts? If they have no idea about it explain it to them. Speak of the gifts we may obtain from the Infantesus and those we may offer Him. What do you think the Holy Christ would be most pleased to receive from us? Our hearts. You will remember always why gifts are given at Christmas especially. Because it is our Lord's birthday. The day on which the gift of peace was brought to men of good will; therefore when people give presents to one another at this time of year, it is a sign that they have this good will. Now children, since you have been so attentive, I. shall tell you a story tomorrow about Santa and the mouse. The lesson might be concluded with a song or a Christmas hymn.

One Christmas eve, when Santa Claus, Came to a certain house To fil the children's stockings thero He found a little mouse.

'A Merry Christmas, little friend," Said Santa good and kind.

'The same to you, sir, "said the mouse;
'I though you wouldn't mind.
If I should stay awake to night And watch you for a while."
'You're very welcome, little mouse," Said Santa with a smile.

And watch you for a while."

"You're very welcome, little mouse,"
Said Santa with a smile.

Well Santa from his great stock of toys and candies for the good little children filled their stockings from toe to ip until he felt sure there was not room for anything more. But to his great surprise Miss Mousie declared she could yet put in something more. Of course Santa Claus thought the mouse was "silly" to attempt to put anything more into the stocking. He only laughed and said the mouse did'nt know anything about it. But he was very much surprised and felt he was badly beaten when mousie grawed a little hole in the toe of the stocking, and Santa paid the mouse for his nice little joke by giving him a Christmas cheese. Then have the children sing about Santa Claus.

Wood.—Introduce this subject by calling pupil's attention to their desks, the floor, platform, etc. Ask them of what these are made. Wood. Let them name other objects made of wood. Was it always in that snape? From where does the wood come? From the trees. What else does the tree give us? Nuts, the sap which makes maple sugar. Yes and the pretty leaves you saw in autumn. But they give us a great deal of wood. All that we burn, and all that is used to build houses, schools, cars, and so many other things come from the trees. Have each child touch or name something they use made of wood. Make this exercise as lively as possible. Get the children to name the parts of a tree. What shape is the trunk. Touch it. Is it rough or smooth? What must be done to the tree before a chair, table or anything can be made out of it. Lead the children to follow the process from the felling of the tree in the forest to the sawing of it in the mill.

Wind.—After the morning greetings and prayers are over, call the children's attention the picture on the board. Ask them to tell you what they see in the picture. What is a silvely as no sendenting like the following:

From east to west, from north to south, a roving life is mine.

Now howling around the snow-topped fir new ing

From east to west, from north to south, a roving life is mine.

Now howling around the snow-topped fir nowtoying with the vine.

From begars rags to princes robes, from hut
to court I go,
I rule the golden clouds above and drive the
waves below.