

Mr. Gormley is Head-master of Cobourg Separate School. Mr. Swift the former Principal having lately accepted a position in the Port Perry High School.

Mr. J. F. White has resigned his position as Principal of the Lindsay Separate School.

Brother Halward is Principal of the Kingston Separate Schools.

There are in Ontario 4 Catholic Colleges, (one with University powers) 20 Convents and 177 Separate Schools.

The teachers of Trenton Separate School consist of Miss White Head-teacher, and Miss Buckley, Assistant.

Alderman Holden is Chairman of Belleville Separate School Board. Mr. Holden works hard in behalf of the interests of Separate Schools.

Pembroke has done a wise act—increased the salaries of its Separate School teachers. Under Mr Walsh, the boys are making satisfactory progress. Sister Mary of Mt. Carmel, well and favorably known in this city and wherever the Grey Nuns are established, directs the girls schools with success.

The late Prince Consort frequently visited the parish schools in London, and remained while the children were examined. Upon one occasion the master, anxious that his pupils should distinguish themselves, inquired, "Can you tell me anything about heat?" A bright little boy put up his hand and at once said, glibly, "Heat expands, cold contracts." The teacher looked at the Prince for approval; he smiled approbation, and the teacher continued: "Very good: now give me an example?" "In summer," said the boy, "the days are long, in winter they are short."

STRATFORD, Oct. 20th., 1881.

Editor of the CATHOLIC SHIELD.

DEAR SIR,

Permit me, as a Separate School Teacher, and one heartily interested in the cause of Catholic education, to express my gratification at seeing a journal devoted to the interest of Separate Schools and Catholic education in general.

An exchange of opinions between those who, however they may differ in details, are heartily united in the wish to see Catholic Schools increase in number and efficiency, and to endeavor by all means in their power to increase their stability and improve their deficiencies, whether arising from defective legislation or from any other cause, cannot fail to do good.

As the SHIELD will furnish an easy and pleasant means of allowing a full interchange of views, I do not doubt it has a wide sphere of usefulness before it. I wish it success.

Very truly yours,

KATHERINE BALLASTINE,

Teacher Separate School.

To the Editor of the CATHOLIC SHIELD:

SIR,

The SHIELD was recommended to me last week, by that earnest friend of Catholic education, Mr. T. O'Hagan, as an organ devoted, among other good things, to the cause of Separate School education. A perusal of last month's issue, the first number that has reached me, convinces me that such recommendation was based on truth. I am satisfied that the SHIELD will exert no small influence in the coming struggle for greater freedom in carrying out to its fullest meaning the principle of Separate School education. An organ battling for such an object cannot fail to be invaluable to the workers in the cause, and therefore the Separate School Teachers and Trustees of Ontario could not do better than cordially support the SHIELD. Wishing it a large circulation and the best success in its good fight

I remain, Yours truly,

P. J. O'ROURKE,

Separate School Trustee.

TRENTON, Oct. 24th., 1881.

The school authorities of Hanover have directed the teachers under their jurisdiction to submit a detailed account of how they spend their time out of school hours. One of the teachers answered at once in the following manner: "Rise at 6 A. M., and as soon as I am dressed I look out of the window. But if this is against pedagogic dignity, you will please advise me. At 7 A. M. I take a cup of coffee and dry bread. After that I read a chapter of Cæsar's de bello Gallico, so that I may always keep in mind how Cæsar crushed the Gauls until they could no longer move a limb. Now it is about time to go to school. What I think on the way to school I do not want to disclose, even if you decide to dismiss me from the service. After school I give a few private lessons, in order to keep my family from starving. A little later I take a glass of water and retire. I do not meddle with politics, and I never go into society. I only meddle with Xenophon, Cæsar, and grammar."—Zacharias Schulz, teacher.

A delicate and nervous child, eleven years old, committed in a Cincinnati public school last month the grievous crime of resting his head upon one hand. Rebuked by his teacher for this terrible infraction of order, he lifted his head, but a short time after rested it upon his hand again. The teacher first imitated his position in such a way as to cause the pupils to laugh, much to the lad's discomfort; then when he called upon the little fellow to recite, and he laughed or smiled, this stupid person slapped him severely on his face and head, causing a bruise and subsequent sickness through the night. The case was brought to court, and Judge Higley, who himself recited the facts given above, pronounced the teacher guilty of assault and battery, saying: "The defendant first employed ridicule, which should never be resorted to in the government of the young. As a result of this the pupil laughed, probably through a sense of degradation, or through nervousness, and the defendant slapped him on the head, which is certainly an improper mode of punishment, whatever the aggravation might be. From the testimony I can discover no reasonable grounds for inflicting corporal punishment. There was no open insult or disobedience. If there was it was caused by the improper conduct of the teacher himself, and was the result of anger rather than judgment. I must therefore conclude that the punishment, though not excessive enough to cause continued or permanent injury, was nevertheless injudicious and improper." There is in the public schools too much of this military drilling which forbids a tired and restless child to change its position and rest from a cruel constraint. It is sometimes absolute torture to a delicate child to maintain the stiffness and stillness enjoined by a foolish teacher. A moderate amount of freedom of movement cannot be productive of disturbance in a well-managed school. The teacher who thoroughly knows his business and is born to his work is never an unreasoning martinet.—Catholic Review.

Welcoming their new bishop, the Right Reverend Dr Wigger, to his episcopal see, the laity of Newark, N. J., said: "We hail in you, Right Reverend Prelate, a new and powerful patron of Christian education—that training which alone educates the whole man and fits him for his duties as a citizen and as a member of the Church. The philosophers of the time would train the intellect only. What would they say, what could they not say, if we insisted upon educating the feelings only, if such a thing were possible? They need not fear that we shall try to fill the land with men of stunted intellect; but may we not beseech them, in these days of so many tragic deeds, to spare us the sad spectacle of men of ordinary, often more than ordinary, intellectual power, totally devoid of feeling—without heart, without soul?"

To which the Bishop replied:—"I am also happy to see that you consider me a true friend of education. You take care to explain that by education you mean not merely the development of the mind but also, and principally, the cultivation of the heart and of the affections. For this correct idea of education I honor and respect you. True education—education that is such in every sense of the word—is the development, the cultivation of all the faculties of man, both mental and moral. Man has not only an intellect, by which he can grasp and understand truth but he has also a heart, by which he can love what is good—a will by which he can determine to do what is right and to avoid what is wrong. Man has been created not only for this world, but also, and principally, for another world, in which he is to live forever. He has duties to perform towards himself, towards his fellow-beings, towards God. That system of education which takes account of all these things—which, besides teaching man