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"Incentives to Study," by Mr. J. Connolly.

No subject at the present time is having more said or written about it, by literary men of the highest attainments, than that of education; and, to my mind, this is as it should be.

If this be the case, how difficult is it for us to find a theme in relation thereto, that has not already been given every opportunity to divulge its secrets.

I, in my own simplicity, thought such a topic not altogether exhausted, had presented itself to me as one on which I could dilate at pleasure, without treading on the corns of any, but, no sooner had I commenced to dig and delve in search of some matter to help me in the amplification of my skeleton, than I found the subject under consideration, in all its various branches, had been fully treated before I was born.

Nothing new under the sun, say I. Contentedly, anything which I present before you to-day, may be found little more than gleanings, if you allow me the expression, out of the full sheaves of those, who have written so ably on the matter before us; yet it would fain hope that what I do read may not be entirely void of interest, but that, on the contrary, it may lead to read more on this important subject, and where to practice what they have already read.

The few who have been engaged in the profession of teaching, will have observed that the pupil's attention to study, unless guided by a master hand, or a natural inclination amounting to pertinacity, is as changeable as the wind on the seaboard, though perhaps, not so regular.

It therefore devolves upon us, as teachers, to devise some plans or schemes, and prove them by experiment; or better, if already proven and at our disposal, to use them in such a way, that the youth under our charge may be as steady in the pursuit of knowledge as that vessel under the favoring breezes of the trade winds.

"Surely," says one, "this is a consummation devoutly to be wished. I am afraid your standard is too high." Too high it is better, yes, a great deal better, to err on the side of a high standard, than on that of a low one. It is a good horse that never stumbles, and it is about as safe to be thrown from his back clearing a fence, as when he stumbles on a stone; in the former you are on your guard not so in the latter.

But what are those incentives by which we may incite our pupils to study? First, let me direct your attention to that of Approval and its opposite Disapprobation. See that boy, as he wends his way along that public thoroughfare, by the side, it may be, of a brother, or a sister. It takes not the eye of a close observer to discern the troubled countenance. He has reached the school. The tear glimmers in his eye. Mark the look of yonder teacher. Tenderness is in that face. That glance is friendly. Sympathy is depicted there.

wards urging some, and perhaps all, at times, to gain a little knowledge. We see all prone to become weary in the pursuit of any game—to hang fire; the old stimulant is not sufficient to arouse us from our lethargy. For the present its efficacy is gone, and we resort to another course of procedure as a matter of necessity. What shall it be? Disapprobation? Yes. But that is not the question. Your reproachful look comes now—not the look of anger—put it on. Your word of correction, not the rod of correction, is admirably adapted for the occasion; not, as I said at our last meeting, that the birch is a thing of the past. Byno means. A place for everything, and everything in its place, is my motto. In the manual of this part of my subject, let me say, your reproachful look, your word of correction, should, if possible, be given, in the first place, in private, and if not sufficient, as publicly as your praise.

Emulation will now engage our attention as an incentive; I mean progression, without envy. "Let nothing be done through strife or vain glory," saith the Scriptures, and if this command be broken, surely the golden rule, "To prefer another to yourself," is also transgressed, in which, says Dr. Wilson, "the whole essential essence of true gentlemanly conduct lies."

Having thus defined emulation, let us examine how it serves duty as a motive to influence our desire for information. A more common phrase than "getting on" I cannot think of. Every man you meet, be he rich or poor, learned or unlearned, is desirous of "getting on" in the world. Is there anything wrong in this desire? Certainly not. What a world this of ours would be if we were content with our present acquisition, thorough-going, in all our actions, not an iota of go-a-head in our nature! Truly, a Sleepy Hollow it would be. But such is not our constitution. We are either progressing, or performing a retrograde movement. The majority incline to the "getting on." How is it done? In an upright manner? Is the tendency of our teaching to make men love the golden rule, "To prefer another to yourself"? I am afraid not, when boys and girls, young men and maidens; can be found who rejoice at the blighting of the hopes of their companions, who glory in their own success, and openly proclaim "none is like unto me." When we find this not confined to individuals, but displayed in the family, is there not a screw loose somewhere—something wrong that requires to be set right? No wonder that a gentleman said to me the other day, "that the total sum of the work done in our Schools, Public and High, is intellectual culture, the social and moral element being entirely ignored." This, I consider, due to emulation meaning rivalry and envy.

The whole powers of our pupils are applied that they may head the list on examination day, crowd over the result, and bring into contempt those who were unsuccessful. A story, told by Sir W. Scott, of his school days, may illustrate the point, though far fetched. "There was," said he, "a boy in my class at school, who stood always at the top; nor could I, with all my efforts supplant him. Day after day came, and still he kept his place, do what I would, till at length I observed that, when a question was asked him, he always fumbled with his fingers at a particular button in his waistcoat. To remove it, therefore, became expedient in my eyes; and in an evil moment it was removed with a knife. Great was my anxiety to know the success of my measure; and it succeeded too well. When the boy was again questioned, his fingers sought again for the button, but it was not to be found. In his distress, his papers were carried; that certain names might be displayed; knowing well that the members of said household were conspicuous by their absence on this printed sheet. We talk about questionable advertising? Is this not questionable advertising? Judge for yourselves.

What is published? Is it entirely the result of perseverance? Is it entirely the result of effort or of worth? You will, surely, not say it is; nor yet, would I affirm that they are absent. But of one thing I am certain, viz: some hard-working student's name is not there, and we do him an injury by his absence. Let us do right, encourage our pupils to do right, and be careful about the means we employ to incite them to win placement. I say this, not in the way of complaint; for I am proud of our system of Education, proud of the rapid progress being made towards perfection, proud of being associated to-day with men and women who are coveting the best gifts, that they may discharge their duties faithfully. We are not engaged in a game of chance, but may, by the diligent use of our talents, discern that which is of no service to our calling—a calling, next in importance to the Christian ministry, and as broad in its influences. Pardon this digression.

I was saying, we must be careful about the means we employ to kindle and foster the desire for preferment. We must educate them, not forgetting that part of a liberal education as laid down by Huxley: "To love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself;" and the same writer says: "I protest that if some great power would agree to make me always think what is true, and do what is right on condition of being turned into a sort of clock, and wound up every morning before I got out of bed, I should instantly close with the offer. The only freedom I care about is the freedom to do right; the freedom to do wrong I am ready to part with on the cheapest terms to any one who will take it of me."

There is sufficient evil in our natures without education nourishing it. We want a few more Arnolds in the profession—men and women, who will sacrifice a little cheap popularity for the more valuable gratitude of their pupils in after life. We want progression, but not at too high a figure. Those talented pupils will get on in spite of us. Help those who are unfortunate for the time being. "In the roughest sunset of human gold there

is a wealth to be developed that can carry a blessing with it wheresoever it may go." Depend upon it, they are the boys and girls as a rule who, in the future, will be our leading men and women in the various avocations of life.

Again, education is profitable—profitable unto all—as spiritual and temporal. No trait of character should be more sedulously cultivated than that of being useful. To be useful in our day and generation should be the aim of all, and by what better means can this principle be inculcated than by the medium of our schools. We are brought into contact daily with childhood; when the mind is more easily moulded than at any later period; when the mind is more susceptible, more capable of receiving lasting impressions. "Education is not mere scholarship. It is not mere book-craft. It is thought led on to reflection. It is reflection developed into purpose. It is purpose consummated by action."

By nature, by times, we see a desire to be of service to superiors, and occasionally to inferiors. Would there be any harm, when occasion offers, to tell the story of John Howard, the philanthropist. To picture to the plastic mind of youth, the undying zeal, the obstinacy in overcoming difficulties displayed by the great, good and noble man, that he might alleviate the suffering of those incarcerated in English jails, and at last dying in harness, far from home. Would it be wrong to dwell for a short time on the life of Wilberforce, as we pass his name in history, to tell of the large soul in a small body—"The Emancipator of the Slave." Who can tell what benefits would accrue from an occasional glance at Livingstone, the greatest of missionaries, though it be in imagination? A words bout Faraday, Miller, and others too numerous to mention, not alone on the score of usefulness, but on that of acquisition, our next incentive.

"We read of 'The Old Curiosity Shop,' by Dickens, but what youth is not full of curiosity? What youth, so dull, who does not ask questions difficult of being answered? Should we satisfy their thirst for knowledge? By all means. I go further: cultivate it. At times you will be amply rewarded by their peculiar logic. Witness the following dialogue: A little bare-footed four-year old said to his father, one summer, as he was hoeing in the garden: "Does God make everything grow?" "Yes," he replied. "Does God make thistles grow?" "Certainly, my boy." "Well," said the little fellow, "He is a curious kind of man; if He had one in His foot He wouldn't."

Permit your pupils to ask questions no matter what the subject under consideration. If you cannot fully explain them, defer your answer. I know some do not like this plan, thinking they will sink in the estimation of their pupils; not a bit of it! Our heads are not like Thackeray's hall, seventy feet in length, fifty-six in breadth, and thirty-eight feet high. Capable of holding everything, and knowing everything. I give our pupils credit for knowing that we stand still as the crowd passes; they stand where they did, ten, twenty years ago; they have made no progress; the world has breathed, and thought and acted, and great hearts have done nobly, while the sluggards have been like men without eyes, without ears, without noses, but with their life scarcely pulsed; they are not true. A farmer said to me last Tuesday night, "I wish we could get our young folks to read more." Yes, a wonderful world is this we live in when intelligent young men and women go to sleep rather than buy a book and read it. Let us see to it, then, that we curb not their curiosity in youth.

A word about prizes. I feel that I am on disputed territory; bringing before you a burning question—an incentive about which every one should be posted. Is it right to give prizes? I refer to the system of giving two or three prizes to a class, and also the giving of one prize for a certain subject, when an examination is in the near future. I have tried the latter and found it a failure; not so far as the examination was concerned. By no means. Everything there was a success. But that for something more than that to satisfy my mind. The plan is wrong, radically wrong. Out of a class of twenty pupils, only two were striding at the last; the rest saw clearly they had no chance, and dropped off one by one. Shall I recommend to you what I cannot approve of myself? Impossible. Refrain from such a practice. Do not permit your love of show to overcome your love of nature. What we do, let it be done with the sole object of drawing out of all the talent under our care, and not that of the few. Two or three prizes is somewhat better, but still deficient. Even under this stimulant some feel they cannot be successful, and are therefore left out in the cold under the blighting influences of a sense of incapacity. Page, after treating this subject fully, says, "I may venture to add as a scholium to what has already been said, that the teacher who has not yet learned to call into exercise these higher motives viz: the desire to do right etc., and to rely for success mainly upon them, and who dares not abandon the system of exciting stimulants for fear of a failure has yet much to learn as a true educator of the young."

Is it not a fact that our honor men do not head the list of successful men in after life, and if I be not mistaken, in a large number succumb in their endeavors to win said honors, or have their constitutions so shattered as to be utterly unable to compete with those who have taken the easier course, and are, in Spencer's phraseology, better animals. Moreover some come to maturity earlier than others, and shall we neglect the

remainder that they may have a surfeit, and consequently the right to hold us up to scorn the remnant of their days. Let us be strong men, having a purpose, ever remembering there are no gains without pains. Carlyle once said "there was no good in the world." I question his sincerity on the occasion, but be that as it may, if there be any good, and men instruments of doing good, where may men have greater opportunities of doing good than in the profession to which we belong.

I leave the question of giving a book to every child an open question, as at present I have my doubts as to whether it be an incentive under the circumstances. Think over the matter, and if not fully persuaded of its utility, cast it overboard; if satisfied let it have a place among your incentives.

I have already stepped beyond the time I intended to occupy, but let me say, I do not wish any one to agree with me in all I have said. Yet one thing I do desire: that every teacher present should think of the responsibility that rests upon him or her, as the case may be; make a struggle to understand the proper incentives, and having done so, use them. "The man whose mind is not well stored with accurate knowledge—with facts digested and made available—is not likely to 'wear well,' or to say and do much worth saying and doing. He may be a keen, cutting tradesman, able, almost, to cheat the devil, and to come on his legs in every sort of transaction, and to get a profit out of anything, everything or nothing;—he may be an ingenious inventor, a profound mechanic, or an adroit manufacturer, and become rich! rich!—a millionaire! But if he is nothing more, he might, so far as the higher—the highest ends and purposes of existence are concerned, have been born an idiot."

JOHN CONNOLLY. Oct. 15th, 1881.

Ben Miller.

A substantial railing has been erected on the Benn Miller Hill opposite the residence of Mr. T. Gledhill.

Mrs. George Butt who has been visiting her parents here, left on Monday, Oct. 17 for her home in West Bay City, Michigan.

COURT.—In the case Feulcher vs. Gunn, it appears that a lamb belonging to Mr. Gunn got into Mr. Feulcher's flock and on the owner going for it, a dispute arose as to which was the property of Mr. Gunn. Not being satisfactorily settled, the case had a hearing before a Justice of the Peace (whose name your reporter is not familiar with) on Monday Oct. 17th. Verdict for plaintiff.

KAOKA. MENDING.—We are glad to learn that Mr. A. Fisher son of Mr. Peter Fisher is mending, from a severe attack of typhoid fever.

PERSONAL.—Mr. B. Armstrong is renewing his organ class here. He had one here in the past, and he gave good satisfaction. Mr. Armstrong is an expert teacher.

NEW BELL.—A new bell has been provided for the school house of S. S. No. 2, which can be heard all over the Section, and will be generally beneficial to the ratepayers.

REMOVED.—Mr. Lawrence Manning and family removed recently to their estate near Summer Hill, Goderich Township. Although regretting the departure of such kind neighbors and good citizens, we wish them every success in their new home.

RETURNER.—Mr. D. Fisher of Colborne returned home on Friday, from a general trip through the United States. He attended several of the fairs with his horses and was very successful, having taken several prizes. He took nothing so low as third. So much for Colborne.

RUN-AWAY.—Two boys from Goderich were recently driving towards Ben Miller. When they came to Stewart's hill they drove rather carelessly, and the horse started with full speed down the hill. Several parties tried to stop it, but in vain. One of the bystanders yelled to them to run it up the opposite hill which they did, and managed to stop the horse otherwise the injury would have been considerable. They had a narrow escape.

A RISKY DRIVE.—Mr. G. Maedel drove from Ben Miller nearly to Goderich without a nut on the wheel. Having omitted the wagon the day before and neglected to put on the nut, he drove off without it. It shows that Mr. Maedel is not a hard driver, and also shows the skill of the wheel manufacturer. It must have been a true one or it would not run so long without being tightened. The wheel was made at the Dominion Carriage Works, Goderich.

ACCIDENT.—While the son of Mr. Chas. Church, of Colborne, a boy about nine years old was leading a horse from the yard to the road, he led it beside a fence for the purpose of getting on the animals back. He gave a spring, but did not get on right, before the horse started off. The boy still hung on until it went through a neighbor's gate. There he fell off, and the horse stepped over him. Just as he was getting up, the animal kicked at him, knocking him back a good piece, inflicting a severe wound over the eyes. Some of the neighbors seeing him, carried him in as quickly as possible. He was found to be unconscious, and it is feared that the wound may prove fatal.

EDUCATIONAL.—J. R. Miller, I. P. S., made his second official visit for this year to S. S. No. 2, on 25th inst. Mr. Miller expressed himself pleased with the general efficiency of the School and recommended several pupils to be promoted. The following list comprises the most successful pupils in their several classes as result of last written review. Class 4. 1st M. J. Morrish, 2nd W. H. Robertson, 3rd D. T. Gledhill, 4th Sarah Heddle. Class 3. Carrie Snyder, 2nd Annie LeTouzel, 3rd Alton Gledhill, 4th H. Morrish, 5th Jos. Fisher. Class 3. Jun. 1st M. J. Moore, 2nd Ida Ashton, 3rd Albert Maedel, 4th Ella Fisher. Class 2. 1st Louisa Fisher, 2nd Wesley Stevens, 3rd Clarence Walters, 4th Carrie Wild. Class 1. 1st James Morrish, 2nd Arthur Maedel, 3rd Chas. Good, 4th Eliz. Robertson, E. Long E. Church.

HALLOWEEN.—Monday next will be Halloween.

The Subscriber Has purchased the entire Stock in Trade of MR. MOOREHOUSE At a very low rate in the Dollar, and Is Prepared to Offer THE SAME AT A VERY Great Reduction! FROM WHOLESALE PRICES. He would also intimate that he has arranged for a Full Assortment! OF ALL THE LEADING NOVELTIES SUITABLE FOR CHRISTMAS PRESENTS! Which are expected to arrive in good time for the Holiday Trade! Many lines are exclusively confined to myself—for the season at least. Having had fourteen years experience in the business, both in the Old Country and Canada, I am therefore thoroughly acquainted with The Best Markets to Procure Goods AT THE Lowest Prices! And will give my patrons the advantage of my knowledge and experience. Prices Guaranteed Lower Than Elsewhere IN THE COUNTY. TERMS CASH JAMES IMRIE, SUCCESSOR TO T. J. Moorehouse Goderich, Oct. 19, 1881.

300 RENTERS WANTED. Lyon and Osceola.

New Goods! Fall & Winter Millinery Mrs. E. Warnock.

EVERY LINE IS FULL THE VARIETY IS LARGE THE QUALITY IS UNSURPASSAD, AND PRICES THE LOWEST. Call and Inspect. Hamilton Street, Opposite Colborne Hotel.

Miscellaneous Cards. JAMES SMALL, ARCHITECT, &c. Office, Colborne Street, Goderich.

STRAFORD BINDERY—ESTABLISHED 1859. This establishment is chiefly devoted to job and library work, especially to those unique and economical half and morocco unites. In all cases the best of stock and workmanship, with strength and beauty combined. Bindery over John Dunton's drug store. GEORGE STONE.

STEADY EMPLOYMENT. THE FONTHILL NURSERIES THE LARGEST IN CANADA.

We want salesmen to sell our nursery stock; can give canvassers advantages that no other firm in the business can offer. Steady work and good salaries to successful men. Good references required. Apply to STONE & WELLINGTON, Nurserymen, Toronto, Ont.

N. B.—We are now ready to receive orders for fall delivery for our celebrated new white grape, the "Golden Pocklington." Price for 2 year vines \$2 each, 1 year \$1.50. Send for circular. Special terms to parties wanting a large number for vineyard purposes. STONE & WELLINGTON, 1866-im.

W. S. Hart & Co. PROPRIETORS OF THE Goderich Mills (LATE PIPER'S.)

Begin to return their thanks to the public for the liberal patronage received during the past year, and to state they are prepared to do so.

GRISTING on the shortest notice, or for the convenience of parties living at a distance will exchange grain at their mill store (Late W. Hilliard's) Masonic block, East St. Goderich. Highest price paid for wheat.

W. KNIGHT, PRACTICAL BARBER and Hair-dresser, begs to return thanks to the public for past patronage, and solicits a continuance of custom. He can always be found at his Shaving Parlor, near the Post Office Goderich.

AGENTS Wanted. Big Pay, Light Capital Required. JAMES LEE & Co., Montreal, Quebec.

THIRTY-FOUR WHOLE NO. Caution—No. 125 Fall Suits—Reduced Liver Pad—Hole Hous—1 lot—24 Perchion—Goderich High 8 Harper—Goderich Tom—1 lot—10. M. NICHOL TIST. On three doors below The Pe TO LET: House on rooms, kitchen, soft water. App HOUSE TO I near the S with good well. Apply to Mrs. S CAUTION—Herby caution note for \$248, drawn in favor of HARRY, as the rightful owner. CODERICH The next entrance in the Central Sec. HURON ST. Y. 21, beginning at 9 a.m. Intending candidate for the office of Inspector, or of the 19th November. For any further information apply to the H. Goderich, Nov. STRAY STRAY RAM enclosure of con. Colborne, also a ram lamb. The property was dan PATRICK GALL. CAME ON TE about the 1st of Ju with white face. prove property, I away. JOHN S. Range, Ashfield. STRAY STEE enclosure of con. West Waverl a red horse. The owner requests charges and take notice. S. TAYLOR'S S to THE SHAR ing on your premi for illegally detain SUSAN, Goderich. Re. FOR SALE—A half frai—1 besides pantry, ba on the back opp ground. The prop harbor. A voya general trip thro F. E. WATSON, PEI FOR SALE—1 Lake Range, 124 acres, 130 clea malone standing 2 frame house, by 2 stable, 2 well. CHAS. McLEAN, A 50 ACRES F being well-ursh and stable on chard of apples, be farms. Two near the premises. Fo and seven acres, a and terms reasona to EUBEN TIPPIN March 1st 1881. FARM FOR S Lot No. 3, Lake Colborne, four mil and 100 acres. G der a good state of and underdrain needed to get it into a better st driving shed, an particular apply SAUL HOITTON, MI FOR SALE—A Tp. of Colbu acres cleared, bal a good clay loam, well watered, eligibly situated. J. Wright, March 1st 1881. HOUSE AND Bungalow, consisting of 1 of a frame house, a on the premises. proved. Terms R be had from Mr. Dunsannon, or R. HOUSE, AN 76, corner of the town of Goderich, exchanged for fact apply to JAS. S.M.A Block, or J. C. CU SHEPARD'S sale 80 acres, including a brick Co side of house. A the lot, no waste l fine orchard surr and other building to R. T. HAWES, 1 home TOWNSHI FOOT. FARM FOR S con. 13, Colb Goderich, compr a stable and othe premises. A you on the lot, have sides of it. Four sistant only 1 ml particularly appl P. O. SHEPARD'S Post Office, f 1nd. Stock all fee easy terms. For further HAWES. Also 10 Lot 5, on the Sec O chard, Frame Ho cleared and well p PHOTO. 1270