

Dr. McL-l-n, investigating the cause of that mysterious shout, "Hurrah for Laurier!" mentally ejaculates: "Let me c-l-u-t-c-h thee!"

The library of the British museum occupies fourteen acres. "Yes," remarks our punster, "but three of them are only *commen-tators*!"

Here are some pointers for our very clever people who are trying to teach in the Public School:

In promulgating your esoteric cogitations or articulating your superficial sentimentalities, and amicable, philosophical or psychological observations, beware of platitudinous ponderosity. Let your conversational communications possess a clarified conciseness, a compact comprehensibleness, coalescent consistency and a concatenated cogency. Let your extemporaneous descantings and unpremeditated expatiations have intelligibility and veracious vivacity without rhodomontade or thrasonical bombast. Sedulously avoid all polysyllabic profundity pompous prolixity, psittaceous vacuity, ventriloquial verbosity and vaniloquent vapidity. Shun double *ententes*, prurient jacosity, pestiferous profanity, obscurant or apparent.

In other words, talk plainly, briefly, naturally, sensibly, truthfully. Say what you mean, mean what you say, and *don't use big words*.

Answers Heard in the Classes.

Teacher—What is Syntax?

Pupil—A tax on whiskey.

Teacher-in-training—Now we have found that air contains oxygen, hydrogen and aqueous vapor; what else?

Observant pupil—Small insects.

Teacher, laboring hard to explain the difference between loose and periodic sentences,—Now this is a loose sentence, what do you call that other?

Little Mary (triumphantly)—Tight. (Teacher collapses.)

It was a grammar lesson, and the teacher wrote on the blackboard, by way of example, the sentence: "The Americans own Canada." Instantly there arouse a chorus of jealous young patriots' voices: "No they don't, and never will; that's not true!" And the teacher must perforce change his example.

New Books Received.

"How to Extract Gold from Sea Water, with Special Applications to the Art of Collecting," by Hon. Daniel Webster, S. T. D.

"Psychology Reapplied," (illustrated with numerous plates and woodcuts) by Prof. Johann Elz Painter, Ph. D. (Leipzig), B. Crit. (O. N. C.)

"The College Literary Society as she ought to be run," by August Walpole Keith, formerly Fellow of University College Literary and Scientific Society.

"The Mysteries of the Electrocutioner's Art," by Sir Robert James Sprott, M. D., surgeon and official *Masseur* to the O. N. C. football team.

"An Effort to Combat the Growing Prevalence of a Frivolous Attitude towards the Sacred Passion of Love," by Herrick Wordsworth Kerfoot, author of "Janet Woodbridge, a Tale of True Love," and other stories.

The new schools of New York in the form of an H are models in point of lighting and ventilation.

It was a jolly band of students that marched forth with banner and bunting on the evening of November 6th, to join in the welcome to our gallant soldier boys. The college yell (or yells) swelled forth amid the din, and the citizens of Hamilton realized as never before that there is an institution in their midst called The Ontario Normal College, which is very much alive.