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THE EDUCATOR.

No. 4.] "A Thoroughly Educated People never can be Slaves." [Vol. I.

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THE EDUCATOR

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The Educator being a purely educational periodical, is according to law, entitled to pass through the mails of the Dominion, free of postage. A few educational advertisements will be inserted at the rate of ten cents per line nonpareil, and as copies of the paper will be sent to every Post Office in the Province, it will, undoubtedly, be the very best available means for giving publicity to such advertisements. All orders for advertising must be accompanied with the money necessary to pay for the same. And all communications by mail in order to secure attention must be prepaid and addressed to

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THE CO-EDUCATION OF THE SEXES.

To what extent should the sexes be educated together? Is there any limit within the scope of our educational agencies at which the simultaneous instruction of boys and girls should cease? These questions deserve a more deliberate and careful examination by educators generally than they have yet received. If the well-being of society demands that the sexes should be educated together, then it is wrong to separate them in our schools. If otherwise, then the co-education of the sexes is equally wrong and impolitic.

Practically, the sentiments of our people are divided upon the subject; for we have schools for each of the sexes, and for both. So far as our common-school system is concerned, no distinction is made between the sexes in respect of their educational advantages, save in a limited number of cases in cities where some of the grammar and high school departments are arranged for the separate accommodation of boys and girls. Generally, in our public schools the two receive simultaneous instruction, and are brought under the influence of the same teachers. Why should not this plan universally prevail, and why should it not be continued throughout the

entire course of training to which the young are subjected? There seem to be no objections which cannot be obviated by suitable accommodations and appliances. In a truly good school, under accomplished teachers, there certainly can be no serious impediment in the way of this simultaneous education. Any objection, therefore, which would lie against the combined plan would be equally strong when applied to a separate one.

Let us consider briefly the facts which have a bearing upon the questions under discussion.

1. The school is designed for and ought to be an instrumentality for preparing the young for the duties of life. In actual life the sexes are and ever ought to be together. They co-exist in the family, they mingle in the social gathering, in the church, in the street, everywhere. Why, then, should they be separated in the school? The mutual influence of the sexes over each other is everywhere a powerful aid and incentive to both in their respective spheres of duty; and nowhere is it more so than in the school. The duties of life are comprised in the work of the family, in the amenities of the social circle, and in the offices pertaining to the citizen and the Christian. In these duties the sexes are called upon mutually to bear a part. There is here no isolation and no exclusiveness, while here, too, they have need of mutual sympathy and support. Why do they not equally require the mutual stimulus of each other's presence and efforts in the course of preparation for these duties?

2. Men and women possess the same order of faculties. And in general they require the stimulus of the same order of truths for the proper development of these faculties. Indeed, the social element of our nature can be developed only by the mutual influence of the sexes. And is social education to be neglected in our schools? Are the manners and the personal habits of the sexes to be left untrained for? Indeed, may we not find one of the best explanations of the lack of discipline and of the rough and often riotous

demeanor of young men in our higher institutions in the absence of the refining and subduing influence of woman? Has it been proved by experience that in this isolated state the sexes make greater progress either in mental discipline or moral growth? Has not experiment rather established the reverse of this proposition? We are social beings. It is not wise to ignore this fact in our arrangements for the training of youth for the social state. It is not good for either man or woman to be alone. And this truth is verified in the history alike of our colleges and our female seminaries. No one that has had experience in college life will dispute the demoralizing tendency of thus isolating young men from the benign influence which springs from the presence and society of women. Nor would the history of exclusively female schools, if made known, afford to the philosophic educator results any more encouraging or satisfactory. Clandestine communications, secret meetings, and lapses from truth and duty are the legitimate fruits of violated social laws. The science of truancy should not constitute an element in the courses of training pursued in our schools. But such seems to be the case in these exclusive and one-sided plans for the education of youth.

The argument for the simultaneous education of the sexes, in our higher schools, derives strong support from actual experience. There are scores of able and successful educators in our country whose testimony concurs in favor of the highly salutary influence of the sexes, not only upon each other, but upon the discipline of the school. For the most part all well-regulated institutions of this character are self-governing. Breaches of good order, riots, and midnight revels are unknown in their history. Intrigues and clandestine communications are almost as rare in them, because there is no temptation to such conduct: the school is made to conform to the laws of human nature governing the intercourse of rational beings in a refined and cultivated society. The schools in which both sexes are educated conform to the con-

ditions of real life and to the wants of the society for which they ought to be a means of preparation. It is the experience of all who have had the management of such institutions that the intellectual stimulus growing out of the reciprocal influence of the sexes upon each other is of the most decided character. Young men and women are made brighter intellectually, as well as morally more noble and socially more refined, through the influence mutually exerted by each upon each in consequence of such association.

This subject will bear discussion. There are radical defects, we believe, in the plan of isolated instruction, which can be remedied only by conforming our educational institutions more fully to the conditions of that society in which the young are in the future to bear a part. Let facts bearing upon this question be accumulated. Nothing would be more profitable than the testimony of those who are engaged in conducting institutions of learning of the higher class, in which young men and young women are under instruction together. The object of this paper is to awaken and invite such a discussion.

WM. P. PHELPS.

Natural History.

LIFE IN A GOOSE POND.

CHAPTER II.

If, in spite of its unsightly appearance, my darling Goose Pond has been able to attract a few curious eyes, I think they will not regret the search bestowed in its turbid waters, as one by one the strange forms of life within it are called by our wonderful glass from their secret hiding places. And perhaps a deeper reverence for the great Source of Life that has so adapted his great miracle to every condition of matter, may creep into the busy mind, attracted to admire where, before, it had only felt disgust.

2. As we pass the microscope over the unshapely masses drawn from the pool, one curious creature will not fail to fix your attention from the very questionable character it assumes. It is the Amœba or Proteus, a perfect animated paradox, a living being that walks without legs, swims without fins or arms, eats without a mouth, digests without a stomach, and performs all the functions of an animated being without an organ of animal life.

3. It is composed of a soft, gelatinous substance that does not even aspire to the dignity of a personal form, for it is never twice alike in its outline, whence the fitness of its name Proteus, from its resemblance to the shifting fashion of that fabulous divinity of the water, who could take more shapes to conceal his pranks than are at the command of a first-class diplomatist or a chief of counterfeiter.

4. If you watch this creature patiently, supposing that such a lump can have any intentions, you will see him when he desires to go to some particular spot, thrust out his substance in that direction either in one long arm or in two; and sometimes, as if his modicum of intelligence could scarcely determine how many legs were needed to get anywhere, he will put forth ten or eleven, which start out at any point and return to start out somewhere else, and so he slowly progresses to the place desired by growing that way and absorbing himself behind.

5. To secure his prey, he literally "makes a long arm" and gets it. When he would indulge in a feast of fat things, so secured, he improvises a stomach for the occasion, as a politician does an opinion, and makes a bundle of his prey, with himself for a wrapper, by just folding his substance neatly over the delicacy and retaining that position till the food is assimilated, when he unrolls and takes some new form as if in obedience to some new fancy.

6. Should any one be curious to cultivate the species, he need only take a bit of fresh meat and put it in a tumbler of water, and after two or three weeks, examine the sediment in the bottom of the tumbler, and he will find a very flourishing colony of them ready for his investigations. But to secure one from the bottom of my Goose Pond, where they are native, might cost as much search as to find a penny in a shrub oak pasture.

7. Among the hundreds of varieties of beautiful and interesting creatures in my pool, which, even to name, would exceed the limits of this article, you will find an endless diversity of form and unimagined elegance from creatures readily discernible to the naked eye, to those so small that a hundred thousand could find room enough on the point of a needle to go through the evolutions of a brigade review. From the cunning Annelid that weaves a net as regular and perfect as a fisherman, and sets it at the mouth of his weir, to the atom that is just a vital point in the focus of the strongest microscope.

8. Among the minute forms is the Twilight Monad, so named, because, from its transparency, it is invisible in a strong, direct light, and requires, to exhibit it, an oblique ray much reduced in intensity, for there are many things that are not to be seen in too much light, as there are some people who know so much that it makes them foolish.

9. The Monad is nearly globular, furnished with but one locomotive organ, a slender thread issuing from his mouth, as if a fellow should have but one leg, and that was his tongue. This gives the little bullet-head the appearance of a slung-shot with a very short cord. But the midnight ruffian who could use that slung shot must be one of the short-

est of "Short Boys," for a single fine bird-shot, the tenth of an inch in diameter, contains a bulk equal to thirteen thousand millions of these happy little fellows rolled into one! Six hundred and forty thousand of them could march, open ranked, on a period of "The Educator."

10. His food—for this nimble little chap is blest with a great appetite—is the particles of animal matter he finds in the water; and even this infinitesimal atom has his likes and dislikes, his wants and his satisfactions, and can dissolve matter into finer atoms for the support of its vivacious being.

11. Another Monad lives on the community principle, a cluster of individuals forming a bundle, like a bunch of Chinese fire-crackers, tied at one end to a common center, and each furnished with two fuses at the free end. These fuses are the vibrating cilia or arms by which they propel themselves, and one can not but wonder how they can get that unanimity of action necessary to progress, out of so many individual organisms.

12. One curious way which they have of escaping single blessedness, is to split themselves in two, either lengthwise or across, when each section becomes a perfect animal, without the intervention of the scalpel, as in the case of the Polyps. Two thousand three hundred of these animated fire-crackers marching lengthwise in single file, would extend an inch, so you see they are quite formidable for size compared with their Twilight friends, and can afford to split up extensively without fear of becoming the least of things.

13. As I move the glass slide on which is exposed a drop of water from my pond, a huge crystal breast-plate is presented to the eye. Sixteen living globes, of a beautiful green, are here enclosed in a transparent shell, pearly and rainbow-tinted, and shaped precisely like your school slates, with rounded corners. I said a huge breast-plate, for by actual measurement by the micrometer, it is the two hundred and eightieth of an inch in diameter.

14. The inhabitants of this beautiful little shield are adepts in simple division, and multiply with great facility; for when they feel a fancy to show more of their delicate structures, the main shell is parted across, both ways into four equal sections, with four equal sections, with four living Monads in each, who proceed to divide themselves each into four, thus keeping up the invariable sixteen to the family, or, if it sometimes fall short, by failure of some individual, it never exceeds this number.

15. Each of these independent sovereignties lends two cilia, or propelling arms, to the general government, twenty-four, or six on a side, projecting from the edges of the shell, and eight belonging to the central four, issuing from the top and bottom of the shell. By means of these the whole group

moves like a single individual, though it is difficult to imagine how they can act with such concert without the advantages of our harmonizing reason, or of Jefferson's Manual of Parliamentary rules.

16. Another community of these water sprites is in the form of a revolving globe, beautifully reticulated like a net. At the point of intersection of what seems to be the threads of the net, is the individual animalcule, a little green spot connected with his neighbors by arms from three to six in number, each atom possessing one eye, though nothing stronger than rain water over passed its lips, and what seems a dozen stomachs, though these are doubtful.

17. A single sphere contains thousands of individuals, so harmonious that the mass revolves with perfect precision, always advancing in the direction of the axis of its revolution, keeping the same spot forward, as if our earth should bore its way through space in the direction of the North Pole. New globes form within the original one, often to the number of twenty, before seceding and setting up a universe of their own. When one individual of this spheric community is magnified four millions of times it presents the appearance of a five-tailed tadpole, about the size of your finger nail.

GEORGE S. BURLINGH.

Original and Selected.

LETTER WRITING.

PROPER FORM OF ADDRESSING AN ENVELOPE.

A. J. THOMSON, Esq.,
BELMONT,
ONT.

LONDON, April 1, 1868.

A. J. THOMSON, Esq.,
Belmont,

DEAR SIR—Enclosed you will find Remittance of Ten Dollars, in payment of my acct. to date. Please acknowledge its receipt, and oblige,

Yours truly,

M. D. DAWSON.

We give the above as an example of what we consider the best form for beginning, continuing, ending and addressing a letter. Those who wish to make improvement in this direction, will please notice the following particulars connected with the example. 1st. The Position of the Name of the Place from which the letter is written, and the Date of writing. 2nd. The Position of the Name of the Person addressed and of his Post Office

or place of Business. 3rd. The Position of Dear Sir—and The First Line of the letter. 4th. The Brief Manner of Communicating what is desired. 5th. Manner of Ending, Position of Yours truly, and signature of the Writer. Our limited space will not allow us to enter into the details of this subject, as we could desire; we will therefore confine ourselves to giving the following general directions. 1st. In Business Correspondence, when you have anything to communicate, set about it at once, and state it clearly and in the fewest possible words. Business Men have neither the time or disposition to peruse long unimportant letters. Some persons have a tedious roundabout way of doing everything, and this characteristic is especially conspicuous in their correspondence. 2nd. Be extremely careful to write every letter, syllable and word so distinctly that the person receiving it will not have the least difficulty in reading it. We have often been greatly annoyed, when pressed with business, by being compelled to spend fifteen or twenty minutes in deciphering a careless scrawl, when the writer by taking two or three minutes more in writing might have enabled us to read it with ease, in a twentieth part of the time. 3rd. Carefully guard against improper Spelling, Punctuation and Capitalization. 4th. If you have but little to write, begin low enough on the sheet, to cause the body of your letter to occupy the central portion of the page. 5th. Do not occupy time and space in telling your correspondent, what you suppose he already knows. 6th. Never attach both Mr. and Esq. to a person's name. By custom, either of these are admissible in addressing a gentleman, but not—never.

7th. Fold your sheet with the fewest possible turns, so that it will fit snugly in the envelope, and place it into the same in such a manner, that when the receiver takes it out to read, it will be right side up, and the beginning of the letter facing him. Finally, In all your communications be civil and courteous, but never fawning or supercilious.

PHONOGRAPHY.

Phonography is a brief, and Philosophical method of writing the English language according to its sound, and is daily becoming more popular with all classes of people. The time is at hand when it must become a branch of general Education. The demand for shorthand is universal. Its scientific beauty, and the pleasure of studying it amply repay the student for his labor, while it is highly remunerative to all who follow it, and a stepping stone to honor, and emolument. Those who cannot attend the class, can obtain the books necessary for the mastery of its principles, by addressing the teacher at the London Commercial College, and enclosing One Dollar.

Practical Lessons in Spencerian Penmanship.

ACCORDING TO THE REVISED SYSTEM AS TAUGHT BY BY PROF. MANN, OF THE LONDON COMMERCIAL COLLEGE.



THE CAPITAL LETTER C begins at the ruled line with a right curve, which extends upward 3 spaces and then turning to the

left, unites with a Contracted Capital O. This crosses the right curve two spaces from the top, forming a loop similar to that in small t.

The space between the two left curves of the oval is equal to one-fourth its width.



ANALYSIS.

Principles: — Second, Sixth.



PROBABLE FAULTS.—Too great slant of first curve and loop; too low crossing of loop; straight line on left side of oval; terminating curve too far from second curve, or made too nearly straight, and extended below the ruled line.

SUGGESTIONS.—Practice upon the right curve and Contracted Capital O, separately, until correct forms are secured; then practice upon them in combination.



THE CAPITAL LETTER H commences one space above the ruled line, with a left curve, which extends upward four-fifths the height of the letter, then

joins a right curve, extending downward to one-half the height of the letter. This line unites with an ascending left curve, which crosses the right curve very near its top, forming a loop. At this point it unites with a descending right curve, which is continued to the ruled line, where it connects with a compound curve, which is drawn upward and to the right, crossing the descending curve, and extending to the height of the letter. Here it unites with a Contracted Capital O, which crosses the compound curve in descending, and completes the letter. The lower left and the right loop are of equal length and width, and the two sections of the letter are upon the same slant.

The spaces on each side of the first loop are each equal to the width of the loop, and also equal to the space between the two main portions of the letter.

A horizontal line drawn through the letter at one-half its height, touches the lower por-

tion of the first loop, and the upper of the oval.

This letter is also composed entirely of curves.



ANALYSIS. — Principles:—Third, Second, Third, Second, Third, Second, Sixth.



PROBABLE FAULTS.—Beginning with too slight curve, carried too far to the right, producing an angular joining; curving second left curve above the first; giving too much slant to the compound curve which unites the two sections, and causing a disproportion between the parts of the letter.



SUGGESTION.

Write the letter within four equal spaces, as in annexed diagram.

BE PATIENT.

If there is any work that calls loudly and constantly for the exercise of patience, it is that of the teacher. His labours are arduous under the most favoring and favorable circumstances. The good seed sown in the school-room during the day may be rooted up by other hands in the evening, and more than this, tares may be sown instead. Day after day will you, my friend, be called upon to redo and do over; and at times your very soul will almost sink within you, and exhausted Patience be ready to take her flight. But let her depart not. In the expressive words of Professor Huntington, "Lift up your eyes to the fields; they are white already to harvest. With the blessing of Providence, go to the field of your slow, patient work. That slowness of the result may be the bitterest element in the discipline.

"Tomorrow! and to-morrow! and to-morrow!
Creeps in this petty pace from day to day,
To the last syllable of recorded time."

Be content to wait for Him with whom ages are days, and in due season ye will reap if ye faint not. Go out with faith, and supplication. Ye shall come again in the jubilee and sabbath of the resurrection, rejoicing.

You have an earnest desire to improve to become a successful and accomplished teacher. This is well. Without such desire you would be an unworthy member of your chosen profession. The great thing is to have your desire controlled and modified by existing circumstances. You wish to have your pupils advance rapidly,—to excel. In your haste to have them do so, be not guilty of overtaking them, or of losing your patience. Do not forget that children often arrive at

results by slow and tedious processes. Refer to your own experience. It has been only by many long years of patient effort that you have gained a mastery of the subjects you undertake to teach. To you they are now perfectly familiar, but remember that this familiarity was not gained in a day. It was only by long continued effort that you acquired your present stock of knowledge. As you consider this, you will learn to be patient with the little ones, even when they seem to be intolerably dull and stupid. Be very careful to discriminate between what may be called dullness and that which is really nothing but heedlessness. Never censure a pupil for failing, for the fiftieth time, to comprehend a principle, if you are sure he is doing as well as he can. Some minds are exceedingly sluggish in their movements,—some naturally so, and others by mere habit. The former should be dealt with in the most kindly and alluring manner, while a degree of sharpness may not only be allowable, but desirable, towards the latter. We have somewhere seen an anecdote illustrating our point in part. A certain teacher had among her pupils a little Irish lad. She was endeavoring to teach him the letters of the alphabet; but, though an honest boy, he seemed to learn very slowly. After much patient effort she succeeded in making him acquainted with all the letters but p and q. The little fellow could not comprehend these, and, time and again, confounded the two. In an unguarded moment, after he had repeatedly mis-called the letters, the teacher shook him, somewhat passionately, and said, in tones of censure, "Patrick, will you never learn your letters?" With most imploring looks and words,—such as that teacher will never forget,—he said, "PLEASE MA'AM, IF YOU WILL SAY THEM A LITTLE ASHER I'LL TRY." Can you not learn a lesson from this? For wilful or heedless inattention, it may be right to reprove severely; but never for natural dullness.

Every hour of almost every day will your patience be taxed, and sometimes, seemingly, beyond the power of endurance. But be not overcome. Let patience have her perfect work, and be not guilty of word, feeling, or act that will need to be repented of. Recollect that young minds develop slowly, and ever be willing to follow nature's teachings,—"First the blade, then the ear, after that the full corn in the ear."

USEFUL EXERCISE IN ARITHMETIC

We will give an example or two, as a specimen for a general exercise in addition, and the same plan may be adopted in reference to the other rules:

Calling for the attention of your pupils, you address them somewhat as follows: "Scholars, I wish you to give your entire attention to an exercise I am about to give.

It is a simple exercise,—one in which all who have ciphered can take part. It is only a sum in simple addition. But in performing the example, I wish you to aim to excel in three or four particulars:—

1. Make your figures plain.
2. Put them down in straight columns.
3. Add accurately.
4. Add rapidly.

As I dictate the figures, you will write them; and when I say, 'Add,' you will all commence. The pupil who first obtains an answer will speak distinctly and say, 'No. 1;' the second, 'No. 2;' and so on. I will note the time in which each performs the example, and will read to you the result. But remember that there will be no merit in obtaining an incorrect result; for that you can do without any attempt at adding the several columns. Rapidity and accuracy together will be very desirable. You may now write." (Dictate either of the following:)

24875	78564
95628	96875
76439	63987
87542	49363
94387	87459
62954	95386
45768	74321
89541	97487
97865	78965

As soon as you have repeated the last line, say, distinctly, "Add," and be ready, with your watch in hand, to note the time required, by each, in obtaining an answer. After all have performed the work, call for answers, and then name the time occupied by each. If you have a liberal supply of blackboard, let a class occasionally take chalk, and perform similar operations upon the board. This will afford you a better opportunity for pointing out defects in figures and columns.

Exercises like the above will yield good results. If you will devote six or eight minutes, daily, for ten days, at the expiration of the time you will find that most of your pupils will obtain correct answers in about one half the amount of time at first required. When you commence, the time used in obtaining the answer to a sum having as many figures as there are in the examples given, will vary from one to three minutes; but at the end of the time named, you will find that many will be able to perform similar examples in thirty seconds, and less. And moreover, you will find that the skill and accuracy gained here, will be of service in all the more difficult operations of the Arithmetic. Of course, the number of figures and columns may be varied from time to time. It will be well, often, to give a single column, of some twenty or more figures, for the double purpose of giving discipline in addition, and training the eye in making straight columns

of figures. The same general method may be adopted with examples in division, subtraction, multiplication, fractions, etc.

Do not be satisfied with the mere verbatim repetition of the rules of the Arithmetic, and the mechanical performance of the questions under the several rules. Vary the questions, and ask many not contained in the book. Do not abandon one rule or principle, and pass to another, until the former is perfectly clear. Move "step by step," never forgetting that practice tends to make perfect.

DO NOT RENDER TOO MUCH HELP IN THE PERFORMANCE OF PROBLEMS.—It will be necessary for you to exercise much judgment and discretion on this point. Some aid, you must render; but be very careful and not give too much or too soon. One prominent object, in all school exercises, should be to train pupils to overcome difficulties,—to surmount obstacles. In no branch will this hold more true than in that under consideration. It will scarcely ever be well for you to solve a difficult problem for a pupil. Give him one or two hints in the right direction, and then encourage him to persevere. If you can once succeed in arousing a true spirit of perseverance, you will find but little difficulty. "My teacher says I can do very hard problems if I will try long enough," said James Diligent, "and if I CAN, I KNOW I WILL; for I can try as hard and as long as any one." With such a feeling, but very few insurmountable obstacles will be found. Give to your pupils as mottoes, LABOR OMNIA VINCIT, and NIL DESPERANDUM.

THE NEW COURSE AT THE LONDON COMMERCIAL COLLEGE.

This course does not consist simply in writing up a few extra books thrown into the regular Commercial Course, as may be found in some other places. The regular Course of the College, has hitherto probably possessed fully as many advantages in this respect as that of any Commercial College in America, many sets of books being used which might be, AND WERE, applied to use on the farm and in the workshop. But the new Course is something far beyond, and entirely superior to anything of the kind before in existence, and is as much a distinct feature of the College as anything in connection with it. We know that to the son of every farmer, mechanic, or professional man, such knowledge as is imparted therein in a few weeks, and obtained by the student at a comparatively trifling cost, would be of incalculable value, and in very many instances, would prove the secret spring which would cause their future lives to assume an entirely different and greatly improved aspect from what they would have otherwise done. It is our firm belief that NO SUCH PERSON CAN AFFORD TO DO WITHOUT IT.

JUPITER AND THE TEACHER.

Jupiter offered the prize of immortality to him who was most useful to mankind, the court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered; the rich man boasted of his munificence, and Jupiter showed him a widow's mite; the pontiff held up the keys of heaven, and Jupiter pushed the doors wide open; the painter boasted of his power to give life to inanimate canvas, and Jupiter breathed aloud in derision; the orator boasted of his power to sway a nation with his voice, and Jupiter marshalled the obedient hosts of heaven with a nod; the poet spoke of his power to move even the gods by praise, Jupiter blushed; the musician claimed to practice the only human science that had been transported to heaven, Jupiter hesitated; when seeing a venerable man looking with intense interest upon the group of competitors, but presenting no claim,—"What art thou?" said the benignant monarch. "Only a spectator," said the gray-headed sage;—"all these were once my pupils." "Crown him! crown him!" said Jupiter; "crown the faithful TEACHER with immortality and make room for him at my right hand."

OBJECT OF EDUCATION.—"The real object of education is to give children resources that will endure as long as life endures; habits that time will ameliorate, not destroy; occupations that will render sickness tolerable; solitude pleasant, age venerable, life more dignified and useful, and death less terrible." Teacher let this not be forgotten, but let it be your daily aim and effort to impress upon the minds of your pupils a true appreciation of the object of life. Teach them by precept and by example how to live, so that they may wisely act their parts in this life, and by a timely and faithful performance of present duties, be constantly and surely ripening for a higher and nobler existence when time shall be no more.

There is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, and character of the child. No office should be regarded with greater respect. The first minds in a community should be encouraged to assume it. Parents should do all but impoverish themselves to induce such to become the guardians of their children. They should never have the least anxiety to accumulate property for their children, provided they can place them under influences which will awaken their faculties, inspire them with higher principles, and fit them to bear a manly, useful, and honorable part in the world. No language can express the folly of that economy, which, to leave a fortune to a child, starves his intellect and impoverishes his heart.—[Dr. Channing.

FELTER'S INTELLECTUAL ARITHMETIC.

We have received a copy of the above work, from the publishers, Chas. Scribner & Co., 654, Broadway, N.Y. Having cursorily examined it, we find it contains some new, and we think valuable features. The problems, however, as a whole, are not only as difficult as those to be found in some other works on the science. It contains a practical exposition of the Metric system of weights and measures, and is of convenient size and neatly bound. Price of single copies for examination, by mail, postage paid, 12c.

LOVE FOR THE WORK.

This is the very first requisite for a successful teacher. One may saw wood, and do it well, and yet have no love for the work. The same may be true of many kinds of labor; but it is not true of teaching. A person cannot, in the highest, best and broadest sense, become a successful teacher, unless he possesses a love for the business, and feels a true and lively interest in the welfare of those under his care. He may perform a certain daily routine of duties, but they will lack vigor and efficiency, and the results will not be what they should be. If you have no taste for the work before you, do not engage in it, it will prove anything but pleasant work. We have sometimes heard teachers say that they hated the very name of school; and we have always thought that such must prove unprofitable teachers. You may, and doubtless you will, have days when school, and all its exercises, will appear burdensome; and at times you may almost despond. Ill-health, impure atmosphere, or over-work, may so affect your nervous system as to cause you to be unfit for any work. But this will only be an exception to your general feeling; and whenever you do thus feel, study carefully to repress sadness, and still wear the genial countenance. If possible, never yield to feelings of despondency. A true and sincere love for your vocation will enkindle within you that spirit of earnest and well directed enthusiasm which will tend to give point and success to your efforts. By ENTHUSIASM we would not be misunderstood. We do not mean that reckless zeal which is not according to knowledge, nor that over-active feeling which leads to OVER-DOING a work, and exposing the workman; but an earnest and devoted application to the accomplishment of a work,—the combined result of a just appreciation of its importance, and a determined will to perform it in the most prompt and efficient manner,—a zeal tempered by prudence and modified by knowledge. With such an enthusiasm you will not only be sure to succeed in your own efforts, but you will also awaken an interest and secure a cheerful co-operation on the part of your pupils

and their parents, and without such interest and aid, you will fail to accomplish all that you may desire, and all that you ought to accomplish.

TO CORRESPONDENTS.

During the month, we have received a large number of problems for "The Querist." It would be impossible for us to insert all of them but we shall for each No. select some of the best that we receive. We cannot however insert any that are not accompanied with the proper solutions, as we cannot spare the time to work them ourselves, and thereby determine whether the answers sent are correct. On inquiry we find that our Printer is not at present in possession of the necessary type for Algebraic solutions, but hope that this deficiency will soon be supplied.

H. N. Chute.—The Arithmetical Problem in Feb. No. is of the same class as No. 21, Page 115, and No. 10, Page 133, and many others in Stoddard's Intellectual Arithmetic, also the question of 3 men drawing plaster, which may be found in miscellaneous examples in the last part of Adams' Arith. We do not know of such a journal as you mention. J. Cline.—Your solution is incorrect, try again. A. Hislop.—(See H. N. Chute, above.) J. Cameron.—We should have inserted your problem in this No. but the copy has been mislaid.—Please send it for next No. J. G. Rothwell.—Your request is granted.

Printers' Copy, in order to come to us for let postage, must not be soiled. Our correspondents will please remember this.

COMMENDATORY LETTER.

24 LYMAN ST., CHICAGO, ILL.
March 4th, 1868.

To J. W. Jones, Esq., Principal, Commercial College, London, G. W.—I have often heard the old saying—"Praise the bridge that carries you safely over." Then why not praise the school that fits a person for the business of this life?

I attended the London Commercial College for one term, and know I never spent time and money to better advantage. I received from yourself and your Professors every attention that any reasonable person could ask or expect, considering the number of students that required your attention and instruction.

After passing through my examination at the College, I started out, relying upon my Commercial knowledge received in your institution, for obtaining a situation, and found it a great assistance to me in getting good lucrative employment. But after a student has got over all his difficulties at school, he must not think he can step from the door of the College to a situation of one thousand dollars a year. He must be willing to ascend the "Hill of prosperity" gradually.

From a gentleman stranger whom I met on the cars, I received the following advice:—"Take whatever situation is offered you, as

long as it is honorable, and will get you a living. Then, if you merit more, you undoubtedly will get it. Be honest, industrious and punctual, and you will find no trouble in pleasing."

When I first applied for a situation, I was to meet my employer at his office, at 9 o'clock a. m. When I entered the door he took out his watch, and said, "You are in time, to the minute." I think that one thing was as good a recommendation as I could have furnished.

If my experience will benefit any person, you are free to use this letter in any manner you may see fit.

Yours truly,
LEWIS W. FICK.

Mr. F. L. Pike, Postmaster at Myrtle, writes:—"I am in receipt of your famous little paper since the first number in January. I give them to parties on the promise that they will read them and then return them to me. I then give them to other parties with the promise that they will do the same; so I keep them on the move. I shall do all I can by the way of getting subscribers for you. I pity the poor narrow contracted mind of any postmaster that would refuse to circulate the Educator. I am glad you know of but three such; and I am glad that I am not one of them; I would not like to be reported to the Postmaster General for such an ungenerous act."

Mr. J. Morrow, Postmaster at Diere, says:—"A few Nos. of your well printed and clean little sheet have been duly received at this office. I will do all I can for it, as I think it is cheap for three times the amount of subscription."

It would be folly for all to think of making Merchants, Lawyers, or Doctors of their boys and it is equally foolish for them to conclude that because their sons are destined to spend their future lives in the workshop or on the farm, they do not require such a training as will enable them to occupy these positions with honor to themselves and benefit to society. We would therefore say to the farmer—"Teach your boys to respect their profession and esteem it, (as it really is) one of the noblest occupations in which it is possible for them to engage." To the tolling Artisan we would say—"Teach your children the great truth that that business by which they can the most efficiently serve the general interests of mankind, is the one which it would be the most honorable for them to follow," and to all we would say—"Whatever may be the occupation you shall choose for your children, give them the best possible preparation to occupy their chosen situation with intelligence and true dignity."—[SUTTA'S FALLS REVIEW.]

The Mathematical Problems in our Jan. and Feb. Nos. were copied from one of

the most popular publications of America, and this caused us to take it for granted that they were correct; but as we received demonstrations from several parties—which tended to show that there was some error connected with the first, we have investigated the matter and find that there is an error in the data, which causes the problem to be an absurdity. We have received such demonstrations from S. R. Brown, H. N. Chute, Wm. B. Pringle, and we think from one or two others. H. N. Chute and Stephen B. Ganton have also sent answers to the problem in Feb. No. which are nearly the same as the one given, the difference probably being caused by the errors to which the decimals were carried out. As stated elsewhere, we have not the time to solve the problems sent, and shall therefore adhere to our rule and insert none but such as are accompanied with proper solutions.

The Querist.

MISCELLANEOUS ENIGMA.

I am composed of 22 letters.
My 1, 14, 8, 2, 3, is one who carried off the daughter of a Grecian king.
My 21, 11, 4, 10, 16, 23, is a country in Europe.
My 8, 17, 11, 7, 6, 12, 20, is a country in Africa.
My 18, 13, 20, 3, 22, is a river in Germany.
My 9, 14, 21, 22, 19, 15, 14, 3, a celebrated Navigator.
My whole is one of the best institutions of learning in the Dominion.
Lakefield, Mar. 24. J. SAULTER.

MATHEMATICAL PROBLEM.

Suppose Green's balloon ascended 27,603 feet above the sea level, the earth being considered a perfect sphere, 7,940 miles in diameter, it is required to determine how many square miles of its surface were seen from the balloon.
Grimsby, Mar. 24th, 1868. CHAR. VANDYKE.

ARITHMETICAL PROBLEM.

A lever 20 ft. in length is of uniform size throughout, and weighs 120 lbs. with the fulcrum $\frac{2}{3}$ from the end. What power in addition to the weight of the lever, will be required to raise a weight of 1 ton?
Aylmer, Mar. 21st, 1868. H. N. CHUTE.

CHEMICAL PROBLEM.

How many ounces of each elementary constituent are there in 100 oz. of Schweinfurt Green, which is a double acetate and arsenite of copper?
Wm. B. PRINGLE, Montrose,
April 7th, 1868.

SOLUTIONS OF PROBLEMS.

Most of the solutions sent us, of the Arithmetical Problems in last No. were by Algebra. We shall expect in the future, that all such solutions will be by Arithmetic, and we would prefer to have them analytical. When any problems are intended to be worked by Algebra, we will so designate them. We wish to

make our paper the medium of conveying such knowledge as will prove the most generally useful, and we think that Arithmetical Analysis will be of more practical benefit to the masses, and more readily understood by them than Algebraic formulas. The following are ANATOMICAL SOLUTIONS of Problems in Feb. No.—

1st. When the hour hand has gone a certain distance, the minute hand will have gone 12 times that distance. Now, here, the hour hand is situated 5 minutes, plus the distance progressed, from XII. But, by the question, the min. hand is twice as far, i.e. 10 minutes and twice the distance; but it is also 12 times the distance as already shown. Hence 10 times the distance is 10 minutes, or the distance is one minute; wherefore 12 minutes past one o'clock is the time.

H. Mc KAY,
Jerseyville.

2nd. The person has 3 hours, or 180 minutes. If he ride 10 miles in an hour he will ride 1 mile in 6 minutes, if he walks 3 miles per hour he will walk 1 mile in 20 minutes. He will therefore require 26 minutes for each mile of the distance he can ride and allow himself time to return, and $180 \div 26 = 6\frac{6}{13}$ the No. of miles he may ride.

P. C. SHAFER,
North, Glanford, Ont.

Up to the time of going to press, we have received correct answers to Arithmetical Problems in last No. from the following persons, viz:

J. THOMSON'S PROBLEM.	H. McKAY'S PROBLEM.
W. H. Ross,	T. Thompson,
Moses James,	P. S. Stenebaugh,
A. W. Reavley,	Henry Dickenson,
Rebecca Hutchinson,	Moses James,
Alex. Hislop,	A. W. Reavley,
Chas. Langford,	Rebecca Hutchinson,
John Cameron,	Alex. Hislop,
Henry Dickenson,	Wm. Anderson,
H. N. Chute,	Chas. Langford,
P. C. Shafer,	John Cameron,
H. McKay,	John L. Malone,
S. R. Brown,	H. N. Chute,
R. E. Foster,	P. C. Shafer,
D. Hammell.	H. McKay,
	S. R. Brown,
	R. E. Foster,
	D. Hammell.

Youth's Department.

THE LAD WHO LIVED IN GUINEA.

It has frequently been the case, at public examinations, that teachers have asked all the questions; and, we are sorry to add, some teachers have done the profession injustice, by making special and individual assignment of questions and topics, and drilling their pupils on them preparatory to the day of examination.

We recollect an amusing anecdote of a

class in geography, which the teacher had drilled in his set questions, till they could answer every one wrong it was asked; and he felt confident they would do themselves and him great credit. Indeed his main reliance was on this class, and when he commenced their examination, it was with a very confident and triumphant air. As the questions passed along down the class, and were answered with the rapidity of thought, the village minister and the doctor, and the parents began to open their eyes with astonishment at the remarkable proficiency which the boys had made. The teacher was so elated at the result, that he did not observe that one of the boys, whose place was at the foot of the class, was absent; and as he passed to the head again, the question was this; "In what country do you live?" "Guinea!" shouted the boy. "What country?" repeated the teacher, wishing to give the pupil time to recollect himself. "Guinea!" was again the thundering response; and the lad looked as though he was not to be frowned out of it either. "You mean, no doubt, that you live in the United States of America," quietly suggested the teacher. "No sir; the boy that lives in the United States of America, is at home. He was sick to-day, and could not come."

DEFINITIONS.—Boys and girls, don't rest satisfied with any definition unless you are sure that you fully understand the meaning of the definition itself. A little girl was once called upon to define FERMENT, and gave as an answer, "to work," which was received as satisfactory. She was subsequently called upon to compose a sentence which should contain the word, and she wrote, "I LOVE TO FERMENT IN THE GARDEN."

THE PAPER DIME.

It was collection day, and Will had forgotten his contribution. There was the good Superintendent, with the hat in his hand, coming straight to their class, and he hadn't a penny in his pocket.

"Here, take this," said Tom Rider, thrusting into his hand what seemed to be a silver dime; for this little incident took place when silver dimes were not so scarce as they are now.

Will was very grateful—so grateful that he did not see the knowing look in Tom Rider's eyes.

"It's real clever of Tom," he said to himself, as he dropped the supposed money into the hat. "I'll take a dime to school, tomorrow, and return it to him."

After school however, Tom, thinking it too good a joke to keep, told him that he was "sold;" that what had seemed to be a dime, was nothing but a round bit of pasteboard, such as hunters use in loading guns. Will was indignant, and, boy-like, doubled up his fists; but the echo of his teacher's voice was

still in his heart, and putting his hands to kind him he hurried away without a word.

Not long after, the Superintendent was surprised to see Will walk into the room and lay a silver dime upon the desk.

"I was afraid you'd think you had some mighty mean boy in school," he said, as he made the explanation, but he did not tell who the "mean boy" was.

"God bless you for your honesty," said the Superintendent, when Will had finished. And the next sabbath, after the usual exercises, he told the school the story of the paper dime. It seemed a trifling thing, he said; but the boy who would cheat in such a way, would be very likely, by-and-by, to commit larger and more serious frauds, while he who was honest in such small matters, would surely make an honest man.

There was no name mentioned, but Tom Rider's sheepy face told plainly enough who was the giver of the counterfeit, and so thorough was his repentance that no one ever heard of his doing the like again.—LITTLE CORPORAL.

A WAY FOR BOYS AND GIRLS TO MAKE MONEY.

Why should you not secure some of our prizes? We have received a great many clubs during the past three months, and one of the largest of these was from a young lady. If our young friends, after having read their papers themselves, would take them and go out among their neighbors, and tell them how interesting and instructive they find the contents to be, we believe that there would be but very few that would refuse to become subscribers when they could do so, as members of a club, by paying the small sum of 25 cents each. Make an energetic effort and let us know the result. Our prizes for the year are, 1st. \$50 in cash. 2nd. A \$25 Scholarship or \$30 in cash. 3rd. \$20 in London Com'l. Coll. Scrip, or \$17 in cash. 4th. \$10 in said scrip, or \$7 in cash. 5th. \$5 in cash. For particulars and conditions see March No.

Educational Intelligence.

Eminent American Educators Deceased in 1867.

CONCLUDED.

Henry E. Peck, a Congregationalist minister, and for many years a professor in Chertin College, a native of Rochester, died at Port-au-Prince, Hayti, of fever, June 9.

Rev. Medad Pomeroy, one of the founders of Auburn Theological Seminary, died at Auburn, N. Y., June 20.

William Mann, D.D., a Methodist clergyman and teacher, and one of the most eminent linguists in the United States, died in Philadelphia, July 1.

Professor Abraham Mills, professor of mathematics and philosophy, died in New York city, July 8.

Rev. Nathaniel Todd, for many years principal of academies at Westchester, Harrisburg,

Lebanon, Millinburg, and Beaver, Penn., died in Pittsburgh, Penn., July 8.

Charles Anthon, LL. D., professor of Latin and Greek languages, and literature, one of the finest classical scholars of the present century, died in New York city, July 29.

Mrs. Catharine Maria Sedgwick, a writer of fiction, narrative and essay, died near Roxbury Mass., July 31.

J. Remond Day, D.D., LL. D., for many years president of Yale College, died in New Haven, Connecticut, August 22.

William Henry Clark, connected with the Bryant & Stratton chain of Commercial Colleges, died in Brooklyn, N. Y., August 25.

Robtison P. Dunn, D.D., professor of rhetoric and English literature in Brown University, died in Newport, R. I., August 28.

Charles King, LL. D., formerly President of Columbia College, died on the 27th of September, at Frascati, near Rome, Italy.

Rev. J. B. Smith, M. D., an earnest and active friend of the Freedmen's Schools, died in New Orleans, October 1, of yellow fever.

Madame Louise de Mortie died of yellow fever in New Orleans October 2.

Mrs. Jane Hunt, widow of the late Rev. Christopher Hunt, died in New York, October 11. She was a sister of Rev. Dr. John Scudder, missionary to India, and was born in New York city in 1807. She had been known for twenty-five years past as one of the most thorough and able teachers in New York city.

Rev. John Ruggles Cotting, M.D., LL. D., professor of Chemistry and mineralogy, died at Milledgeville, Ga., Oct. 13.

Levi Silliman Ives, D. D., LL. D., lecturer and professor in rhetoric and the English language, died at Manhattanville, New York city, October 13.

Joseph Torrey, D. D., LL. D., president for four years and professor for forty years in the University of Vermont, died at Burlington, Vt., November 27.

Rev. Ambrose Manahan, D.D., author of two or three religious works, died in Troy, New York, December 7.

Silas Metcalfe, founder of the Young Ladies' Institute, Brooklyn, N. Y., died at his residence in Deposit, Delaware County, N. Y. Dec. 9.

Rev. Charles Truycus, S. J., founder of a new Jesuit house in Chicago, died at St. Louis University, St. Louis, December 14.

Chester Dewey, M. D., D. D., LL. D., professor of mathematics and natural philosophy in Williams College, seventeen years; principal of Rochester Collegiate Institute, fourteen years; professor of chemistry and natural philosophy in Rochester University, seventeen years, and one of the founders of the American Institute of Instruction, and president of it at one time, died in Rochester, N.Y., Dec. 15.

Henry Harbaugh, D. D., a German Reformed clergyman, author and professor, died at Mercersburg, Pennsylvania, December 28.

Thomas Hunt, M.D., professor of physiology and pathology in the University of Louisiana, died March 20, aged fifty-nine years.

Caspar Wistar Pennoek, M. D., professor for several years in one of the medical colleges of

Philadelphia, and an eminent medical writer, died April 4.

J. Mason Warren, M. D., professor in the Harvard Medical School, Boston, and medical writer, died August 19.

James Jackson, M. D., professor in the Harvard Medical School and an author of high repute, died August 27, aged ninety years.

Robert Watts, M. D., professor of anatomy and physiology in the College of Physicians and Surgeons, N.Y., died in Paris, September 8, aged fifty-five years.

Worthington Hoeker, M. D., professor of the theory and practice of medicine in Yale Medical School, and author of a number of text-books and works on popular science, died in New Haven, November 6, aged sixty-one years.

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From the Quebec Canada Gazette, April 1867.—"The constant reader of Littell's Living Age becomes acquainted with all that is most valuable in the popular serials on both sides of the Atlantic, at a comparatively small price. Its selections are unquestionably the best we meet with."

From the St. John (N. B.) Globe, Dec. 11th, 1867.—"The selections are made with that excellent judgment which can result only from a correct taste, and long experience in the use of it. No man can read all the issues of the leading press—quarterly, monthly, weekly and daily—of the two countries; but there are many articles which everybody should read; and these are sure to find their way into the Living Age."

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From the Protestant Churchman, June 27th, 1867.—"Age and life are alike its characteristics. It is linked with our memories of the old library at home, and it seems to grow fresher and better in matter as it grows older in years. One introduced into the family circle, cannot well be dispensed with; and the bound volumes on the library shelves will supply a constant feast in years to come."

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