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COMPANION AND TEACHER

We Study to Instruct; We Endeavor to Amuse.

Companion Publishing Co., }
Publishers and Proprietors. }

LONDON, ONT., NOVEMBER, 1876.

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Editorial.

A Word to Teachers.

Teacher, your's is one of the highest, if not the highest, profession, and if not universally considered such, it comes from the fact that so many have entered upon it without fitness of mind or character for its numerous duties, and without any intention of making it a life office, but only as a "stepping stone" to some other occupation. The most momentous trust that can be placed in man's hand is certainly the care and education of youth, yet how limited is the preparation of many for that noble work. Fitness for it is often left to be acquired at random, and injuries that can never perhaps be counteracted may thence be produced.

It is only in proportion as minds are awakened by early education that they can share in the fruits of an improved civilization. Increased knowledge will furnish us with increased means of happiness and well doing, and with new proofs of benevolence and wisdom in the Great Architect of the universe.

Do not let your example exhibit a contradiction of what you teach. If you desire to teach your pupils punctuality, set them the example; if you would teach them "a place for everything and everything in its proper place," set the example; if you wish your pupils to be truthful and honest, carefully consider the remarks you make in their presence; never deceive parents respecting the progress of their children; plainly and unhesitatingly state to them the exact standing of their children in their classes, and their application and conduct. If you want to teach your pupils patience, be patient yourself; if you would have your pupils do their work cheerfully, show them the example, love your work, bear with the children's faults and encourage their efforts; if you have occasion to punish a pupil, never get in a passion; a teacher who punishes while in a passion is not fit for his position. I have seen teachers punish to such an extent and in such a manner that they certainly could not have known what they were doing; they allowed their passion to rise to such an extent that they seemed as if laboring under temporary insanity, and if they administered such punishment to a horse on our public thoroughfares, they would be arrested for "cruelty to animals." Of course, teachers have a great deal to contend with, and their patience is very often severely tried, but, then, they must remember they are teachers. Although not fully endorsing the following, still it contains a great deal on which teachers would do well to reflect:

"Flogging is no part of teaching. The two words have nothing in common; the one belongs to a condition of barbarism, and the other to a state of civilization.

The proper work of the teacher should be made secondary and subordinate to the duties of the parent, the police magistrate, or the jailor.

"The public schools should be open only to those who are willing to avail themselves of their privileges. The boy who disturbs the proprieties of the school room, who takes the attention of the teacher from teaching, should no more be permitted to remain there than is the man whose disorderly conduct interferes with the enjoyment of a lecture, concert, a play, or a sermon. The latter is ejected by the police, though he may have paid his admission fee. The payment of taxes confers upon no man's child the right to deprive another man's child of his right to the instructions of the teacher.

"Summary dismissal should follow every indication of a disposition to interrupt the daily tasks."
—*Editor of Barnes' Educational Journal.*

Endeavor to be strictly just; children are great detectives, and are also very sensitive to injustice. Justice is a virtue, which runs through the whole course of every man's life; as we continually have dealings with others, that, of all moral virtues, is the most beneficial to society. A just man is dear both to God and man; to God, who, as He is *just, loves justice*, and to man, because without justice we cannot live one by another.

To give information is well; to teach how it is better. Estimate your teaching according to what you tell your pupils, but what they do for you. Examinations should be made a test of the pupil's proficiency, not the teacher's.

The condition of grounds, outbuildings and entries indicates the discipline of the school before one enters the room.

Those two or three "big, bad boys," if fairly won over to your side, will help to ensure the success of the school; if you want to fail, recognize in them a permanent opposition.

Never show your class that you are uncertain upon a point upon which you could have informed yourself.

Genius is the gold in the mine; talent is the miner who works and brings it out.

It is the quality, rather than the quantity, of our knowledge, that is of the greatest importance. "A few great ideas, firmly grasped and vitalized in the life, will produce a finer and more expansive nature than volumes of mere information and detail."

The majority of your pupils are so situated that they must receive nearly their whole preparation for future life under your instruction, while under your charge that their whole nature is in the highest degree susceptible of impressions. The expansive and compressive powers are very great in the human mind; it may be depressed to the very verge of idiocy, or enlarged till it seems to walk among the stars. Hence the necessity of a proper course of educational training. Educate for heaven and earth, God and man, time and eternity.

Pupils should be taught rather to surpass themselves than their fellows; to compete in goodness, in humility and kindness, rather than for precedence of rank; rewards should be given not only

for cleverness in the various school branches, but also for moral actions.

"The education of show," "cramming" the minds of children is so much more common than proper training, that it demands some earnest antidote. The process of education has been likened to an attempt to fill a narrow-necked vessel; dash water upon it, and drops enter; introduce but a limited stream, and the vessel is speedily full.

Spelling.

"Excuse the spelling; I had a bad pen," is a sentence that may at some future time be read without provoking a smile at the simplicity of the writer.

There is a movement on foot among people of philological tastes for the simplification of spelling by writing only such letters as are necessary to express the sound of the word. At the Philological Convention recently held in Philadelphia, the following resolutions were adopted. 1st—The true and sole office of alphabetical writing is faithfully and intelligibly to represent spoken speech. 2nd—The ideal of an alphabet is that every sound should have its own unvarying sign. 3rd—An alphabet intended for use by a vast community need not attempt an exhaustive analysis or color to the nicest varieties of articulation. 4th—There is no advantage in a system which aims to depict in detail the physical process of utterance. 5th—No language has ever had a perfect alphabet, and to attempt to furnish one would prove futile. 6th—To prepare the way for such a change, the first step is to break down, by the combined influence of 'eminent scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, and as having a sacred character in themselves preferable to others. All cogitation and all definite proposals of reform are to be welcomed, as far as they work in this direction. 7th—An altered orthography will be unavoidably offensive to those who are called upon at first to use it, but this difficulty will be speedily overcome. 8th—The Roman alphabet is so widely and firmly established that it cannot be displaced in adapting it to improved use of English.

The following is the

REPORT OF THE SPELLING REFORM CONVENTION AT PHILADELPHIA.

(Printed phonetically with the Anglo-American Alphabet, heretofore given in the N. Y. School Journal)

Among the many good things brot us bie this sentential year is a definit promis that children ov the next jeneraishon will be releevd from the drudgery ov lerning our present unreezonable orthografy. The Internashonal Speling Reform Convension, which met at Filadelfia on the 14th ov August, waz in the opinion ov thoz hoo atended it, a gract success. Prof. S. S. Haldeman prezided, and wurdz encouraging the movement wer spoken bie men ov hie emicens in the educaishonal field, among hoom may be menshond the naims ov Jen. Eaton, Seup. Harris, and Profesorz Whitney, March, Nelson, Allen, Parker and Raddatz. Prof. Whitney sed in a letter to the Convension, that "A begining eniwhair, or ov any kiend, iz what iz moest wouted. Braik down the fals saicredness ov the present mode ov speling. Acuston the peep! not to shivor when thay see familiar wurdz misspeld, and sumthing gud wil be the fienal result."

It woz shoed from educaishonal reports that in spiet ov vigoros effort and imens outlays ov muny, illiteracy iz on the increes, boeth in England and America. J. W. Lowe, ov Norfolk, Va., maid an earnest speel on behaf ov hiz raiz, the culurd peopl, hoo, as he sed, hav no tiem to waist on lerning to spel acording tu Webster. Thay wout tu niet and thay *do* riet, but thay *spel* bie sound.

On the therd day ov the Convension it woz resolved intu a permanent organizaishon, under the naim ov the Speling Reform Associaishon. Prof. March, ov Lafayette Colej, Easton, Pa., woz chozen Prezident, and Messrz. S. S. Haldeman, E. Jones, ov Liverpool, Eng., W. T. Harris, W. D. Whitney, Rev. C. K. Nelson and Eliza B. Burnz, Vice Prezidents. The Associaishon then arainrd for branch organizaishonz in meny ov the Staits, considerd varius fonctic alfabetz which wer presented, and orderd the report ov its proceedings tu be printed with a diegrafic alfabet, the alfabet tu hoo so aplyd az tu reznabl the comon print az closely az possibl. It then adjurned tu meet on the 10th ov October, at the Franklin Instituet, Filadelfia.

Deuring the cunning year the subject ov a moer perfect alfabet on the continental rouel basis wil be considerd bie this associaishon. It wil act in conjuneshon with the Alfabet Comitee ov the Am. Filological Associaishon, and the mater wil be reported on at the next meeting ov the later sciety, Jenly 10, 1877.

Editors' Note.

Teachers are requested to express their opinions on the following questions; answers will be published in next number, if received in time:

1st. Of what should a School Reading Book consist?

2nd. What is your opinion respecting the Authorized Series of Reading Books at present in use in our Common Schools of Ontario (3rd, 4th and 5th Books)?

3rd. Suggest what changes you think would be an improvement?

We invite teachers and inspectors to make free use of our columns, and will be happy to insert their contributions. Our desire is to make the COMPANION AND TEACHER a *first-class magazine*; and in order to more easily and thoroughly accomplish our object, and supply a want long felt among teachers, and around the family circle, we respectfully solicit the assistance of all friends of homo and school education.

We particularly invite the co-operation of Inspectors and Teachers throughout the Dominion. On them in a great measure depends our success, as we look to them for reports of Associations held, as well as other Educational information to be received, in their several localities.

Our arrangements having been completed with the Publishers only a few days before the date of publication, we are compelled to issue this number in a somewhat irregular form; but any defects will be remedied in future issues.

The Minister of Education, Hon. Adam Crooks, was be in St. Thomas on Friday, 20th ult. He delivered an address at the meeting of the Elgin Teachers' Association in the evening.

The Ottawa School Inspector recommends the separation of the sexes in the Central School.

Contributed.

Ancient History.

QUESTIONS AND ANSWERS, BY W. R. BIGG, ESQ.,
INSPECTOR OF PUBLIC SCHOOLS, BROCKVILLE,
ONT.

(Q.) 73. Sketch the events that occurred during the reigns of Phraortes and Cyaxares I.

(A.) Phraortes, the Arphaxad of the Book of Judith, succeeded Deioces, B. C. 680, and reduced Persia, but was defeated and killed at the siege of Nineveh, B. C. 655; his son and successor, Cyaxares I., raised a powerful army to avenge his father's death, and was on the point of capturing Nineveh when he was obliged to withdraw his troops for the defence of his own dominions, against an irruption of the Scythians, B. C. 648, who occupied the country for 29 years. Unable to expel them by force of arms, recourse was had to treachery, and the leaders of the Scythians were massacred when inebriated at a feast, to which the Medes had invited them; Cyaxares then expelled the foreign invaders, and resumed the war against the Assyrians, in connection with Nabopolassar, King of Babylon. Nineveh was taken and destroyed by the confederate armies, B. C. 612, and the Assyrian Empire subdued.

2nd. The Median Empire thus restored by Cyaxares embraced besides Media, also Assyria, and was further extended by the subjugation of Persia proper and Bactria, and was bounded on the west by the River Halys.

(Q.) 74. Who was the last King of Media? State the events of his reign.

(A.) Astyages, B. C. 594. In his reign the subject Persians rose against the Medes, and subdued them. According to Herodotus, however, the daughter of Astyages (Mandane) married Cambyses, a Persian noble, whose son Cyrus usurped the Median throne, and thus became the founder of the Medo-Persian Monarchy, B. C. 559.

Xenophon and the Scriptures represent the son of Astyages, Cyaxares II. (Darius the Mede), the uncle of Cyrus, as the last king of Media.

Cyaxares II. died B. C. 536, leaving all his dominions to his nephew, Cyrus, who inherited about the same time the sceptre of his father, Cambyses.

(Q.) 75. By whom was Persia originally peopled, and by what name is it mentioned in Scripture?

(A.) By the family of Elam, the eldest son of Shem, and hence the inhabitants are called in Scripture the Elamites. In the Books of Daniel and Esdras it is called Pars or Pharas, whence it is obvious the term Persia is derived.

(Q.) 76. Who wrote the Zend-Avesta, and what does it contain?

(A.) Zerdushk, or Zoroaster. B. C. 1000; it contains the only native records of the history of Iran (Bactria, Media and Persia), and embodies the religious system of the Iranians, who worshipped fire and light.

(Q.) 77. Who were the Magi?

(A.) A sacerdotal caste of the Medes, who preserved the sacred fire brought to Media by Zoroaster, and which he is said to have received from Heaven.

(Q.) 78. When was Egypt subdued by the Ethiopians, and under whom?

(A.) In B. C. 770. Under Sabacus.

(Q.) 79. Which of the Dodecarchy became sole monarch of Egypt, and when?

(A.) Psammetichus of Sa's, B. C. 670. who expelled his rivals with the assistance of Greek mercenaries.

(Q.) 80. By whom was he succeeded, what work of art did he undertake, and whom did he conquer?

(A.) By his son Pharaoh Necho, B. C. 617; he attempted to join the Nile to the Red Sea by means of a canal 96 miles in length, which undertaking was finished by the Persians.

Necho, having defeated Josiah at Megiddo, B. C. 608, took Jerusalem, and appointed Eliakim tributary King, but was ultimately defeated by Nebuchadnezzar in the battle of Carchemish, B. C. 604.

(Q.) 81. Name the law givers of Athens, and state the principal features in the laws of Draco?

(A.) Draco and Solon; the laws of the former, B. C. 624, were said to be written in blood, as death was the penalty of all crimes.

(Q.) 82. When did Solon flourish; what did he effect, and what monarchs were contemporaneous with him, and what philosopher?

(A.) Solon, son of Execestides, laid the foundation of Athens as a maritime State, established the Council of Four hundred (Bulo) to check the democracy, abolished most of Draco's laws, and shaped the Athenian constitution. He flourished B. C. 594; his contemporaries were Croesus, king of Lydia, Cyrus the Great of Persia, and Pythagoras, the philosopher.

(Q.) 83. Narrate the particulars of the Cylonian conspiracy?

(A.) In B. C. 612 Cylon, one of the nobles, formed a conspiracy to overthrow the Government, but after having made himself master of the Acropolis he was besieged by his brother nobles and the Athenians; during the blockade Cylon escaped, but his followers were compelled to surrender to Megacles, son of Alcmæon, on condition that their lives should be spared; this promise, however, was broken, the prisoners were slain, and some of them even at the altars of Eumenides or Furies, where they had taken refuge. Megacles and his party were ultimately tried for this breach of faith and sacrilege B. C. 597, found guilty, and all the Alcmæonids were exiled.

(Q.) 84. Sketch the events that led to the rise of Pisistratus, and the downfall of his sons.

(A.) Three parties; the first headed by Lycurgus; the second by Megacles, and the third by Pisistratus, a kinsman of Solon and a descendant of Codrus, had revived their ancient feuds. The attempts of Solon to restore union and peace were fruitless. Pisistratus, pretending to have been wounded by his enemies, prevailed upon the populace to grant him a body-guard for his personal safety, and then seized upon the Acropolis and drove out his antagonists, B. C. 560. After five or six years Lycurgus formed a coalition with Megacles, and Pisistratus was expelled; but, Lycurgus and Megacles disagreeing, the latter united with his old enemy Pisistratus, who now returned, B. C. 554, more powerful than before. His second tyranny lasted scarcely a year, when he was again compelled to flee by the insulted family of his wife, who was the daughter of Megacles. The latter again made common cause with Lycurgus, and drove Pisistratus from the city, B. C. 553.

Ten years later, having strengthened himself by alliances and mercenary troops in the interim,

Pisistratus finally returned, and became the undisputed master of Athens, B. C. 542, having defeated his opponents on the road from Athens to Marathon.

Pisistratus maintained his position without any further interruption till his death, B. C. 527. He was succeeded by his sons, Hippias, Hipparchus and Thessalus. A young Athenian, Harmodius, having been insulted by Hipparchus, the latter was killed during the procession of the festival of the Panathenaea, B. C. 514, the former being instigated in his revenge by his friend, Aristogeiton. Harmodius also fell in the fray, and Aristogeiton was arrested and put to death. Hippias now reigned by terror until the Athenians, applying to the Spartans for assistance, succeeded in restoring the exiled Alcmeonids, B. C. 510. The tyrant was deposed, and a sentence of perpetual banishment pronounced against the Pisistratids, and Harmodius and Aristogeiton received heroic honors. Hippias fled to Persia, to the Court of Darius, and subsequently assisted the Persians in the wars against the Greeks.

(Q.) 85. Give the dates of the first, second and third Messenian wars, and state their several results.

(A.) The first lasted from B. C. 743 to B. C. 724, when Ithome was taken and razed to the ground by the Spartans, and the inhabitants were reduced to the condition of serfs.

The second from B. C. 685 to B. C. 668; terminated with the fall of Irr or Eira, and all the Messenians who remained in the country were added to the Helots.

The third from B. C. 464 to B. C. 455, when Ithome was surrendered to the Spartans on condition of the Messenians leaving the Peloponnesus for ever. They settled at Maupactus, kindly given to them by the Athenians.

(Q.) 86. Name the last King of Babylon, and give the particulars relative to the overthrow of the Empire, and state what people were liberated thereby?

(A.) Nabonedus or Labynetus (the Belshazzar of Scripture), being defeated by Cyrus, fled to his capital, to which Cyrus immediately laid siege. After two years he succeeded in taking it, by turning the course of the Euphrates and entering the city by the bed of the river on a night devoted by the Babylonians to feasting and drinking. Belshazzar was slain, and, as had been predicted by the hand-writing on the wall, translated by Daniel the Prophet, "his kingdom was divided and given to the Medes and Persians."

The Jews were liberated after being in captivity fifty years.

(Q.) 87. What kingdoms were conquered by Cyrus the Great, how far did his dominions extend, and what was the end of his career?

(A.) Asia Minor and Babylon. His dominions extended from the Indus to the Aegean Sea, and from the Caspian and Euxine Seas to the Sea of Arabia.

According to Herodotus, he lost his life in a battle against the Massagetae, whereas Ctesias makes him return victorious. It is certain, however, that he died B. C. 530, and was buried at Persepolis.

(Q.) 88. Name the successor of Cyrus, and sketch the events of his reign?

(A.) Cambyses; he conquered Egypt, and formed the project of subduing Carthage, subjugating Ethiopia, and seizing upon the Temple of Jupiter Ammon; but his expeditions were unfortunate, and his armies perished in the sand of the deserts.

He killed with his own hand the bull Apis, inflicted a blow upon his sister, who was also his wife, which proved fatal, and caused his brother Smerdis to be assassinated, whereupon a pseudo Smerdis arose, who was recognised by the people, and Cambyses in setting out against the usurper, accidentally lost his life.

(Q.) 89. Sketch the events that occurred during the reign of Darius Hystaspes.

(A.) Darius Hystaspes was one of the seven Persian nobles that conspired against the impostor Smerdis, who was one of the Magi. These nobles having dethroned and slain the usurping Magian, agreed that he of the seven whose horse should first neigh after the rising of the sun should be chosen king. The lot fell on Darius, who married the daughter of Cyrus, and affected to reign as his successor. He organised his vast empire by dividing it into twenty satrapies, and imposing regular taxation. The great centres of the kingdom were Susa, the spring residence of the King, Ecbatana, his summer abode, and Babylon, the winter quarters. The latter, which had revolted, was recovered after a long siege, by the devotion of Zopyrus. Darius broke up the Ionian confederacy, and subdued Thrace, Macedonia; and Western India, but was defeated in his Scythian invasion, B. C. 513, as well as afterwards in his wars against the Greeks. During this reign the Persians forsook their normal life, and continued the building of the Persepolitan palace, which was begun by Cyrus and completed by Xerxes.

(Q.) 90. Give particulars relative to the origin of the war between the Persians and the Greeks.

(A.) The aristocratic party of the island of Naxos, being driven into exile by the democrats, solicited the aid of Aristagoras, tyrant of Miletus, who applied for assistance to Artaphernes, the Persian Satrap, to convey to the Ionian army to Naxos, promising to defray all the expenses. A fleet of 200 ships was placed at his disposal, commanded by a Persian admiral, and the Ionian army taken on board, but Aristagoras and the admiral having quarrelled, the latter, in revenge, thwarted the design of the Greek tyrant by warning the Naxians of their danger, and thus rendered the enterprise abortive. Being unable to perform his promise to the Persian Satrap, he was ruined, and saw no hope for himself except in revolution. In connection with Histaeus, he induced the Ionian colonies to revolt against Persia, and supported by the Athenians with a squadron of 20 vessels, B. C. 499, they landed at Ephesus, and marched against Sardes, and plundered and burned the lower city. Darius could never forget this insult on the part of Athens, and having subdued the rebellious colonists, he declared war against Greece.

(Q.) 91. What celebrated battle marked the close of the reign of Darius Hystaspes? Give date and particulars.

(A.) The battle of Marathon, B. C. 490. There, between the mountains and the sea, one of the greatest conflicts recorded in history took place. The Athenians had no aid except 600 men from Plataea, making in all 10,000 men, who were commanded by Miltiades. Permitting the Asiatics to pierce his centre, this skilful general ordered his wings upon them, and inflicted a decisive retreat, utterly routing the Persian host of 600,000 men.

The above interesting paper on History was commenced in the last number of the "Ontario Teacher," and will be completed in our future issues. We bespeak for it a careful perusal by our readers.—Eds.

The Centennial and its Educational Features.

No. 5.—Continued from the Ontario Teacher for September.

In the last article an attempt was made to describe briefly the educational exhibits made at the Centennial Exhibition at Philadelphia by the Province of Ontario and the National Government of the United States. The present article will be devoted to a short sketch of the exhibits of the three States, Pennsylvania, Massachusetts and Indiana.

Before proceeding further, it may be remarked that the writer was able to spend only about six hours in seeing all the educational exhibits on the grounds, and that he did not enjoy the advantage of accompanying the recent teachers' excursion. Besides, it is admitted on all hands, that from the disjointed and ill-organized character of the exhibits made by the States of the Union, as well as other countries, it is difficult, if not impossible, either to obtain, or to give, a comprehensive and well-defined conception of them in all their details.

The *Pennsylvania School Journal*, the organ of the State Superintendent of Education, says on this

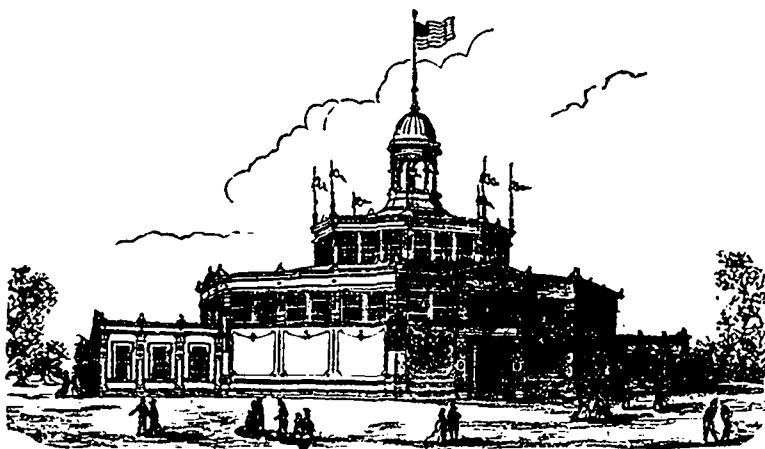
point, "It is manifest to all who have had occasion, for any reason, to study the educational exhibits of the different States of the country, in the Exposition buildings that to describe the exhibits

with anything like adequacy and particularity is very difficult. Under the most favorable circumstances of arrangement, grouping, classification and display of materials, the task would be no light one for the most skillful and experienced pen. But when it is remembered that the exhibits are separated and scattered, portions of them being in different buildings far apart, it is readily seen that a close and comprehensive presentation to the reader is out of the question." Indeed, as has already been remarked in the course of these articles, it is greatly to be regretted that at a World's Exposition an industry of such incomparable importance as education should be assigned a position of such inferiority. To do it justice, there should have been a great Educational Hall, where all civilized nations could place side by side, in systematic order, the exhibits of their educational standing and progress, their systems of instruction and their results, and the actual work and implements of their schools. It is encouraging to know, however, that at no previous World's Fair has education received so much recognition,

and it is to be hoped that at future Expositions still more attention may be given to what has been aptly called the highway of the world's progress—the inseparable handmaid of civilization.

PENNSYLVANIA.—No other State, or even nation, has done as much to show the world what she is doing in educational matters, as Pennsylvania. This result is largely due to the enlightened zeal and indefatigable energy of Hon. J. P. Wickersham, the State Superintendent of Education. Dr Wickersham strongly and repeatedly urged upon the Centennial Commissioners the propriety of erecting one large separate building for the educational exhibits of the world, but finding that his representations were not likely to result in any action, next turned his attention to the erection of a building for the educational exhibits of the Keystone State. Notwithstanding many difficulties and discouragements, he persevered in his laudable purpose, and the Pennsylvania Educational Hall has been noted during the summer as one of the ornaments of the Centennial grounds. The building is attractive in its architectural appearance, and commodious and convenient in its internal arrangements, and was erected at a cost of about \$20,000.

It is octagonal in shape, and has wings on northern and southern sides, the former used as rooms by Dr. Wickersham and his assistants, the latter as parlors and such places of conference for teachers



PENNSYLVANIA EDUCATIONAL HALL.

and other friends of education who may be visiting the Exhibition. In the centre of the building is a room forty eight feet in diameter, which is devoted to the exhibition of school furniture, books, maps, etc. Surrounding this room are alcoves separated by an aisle ten feet wide from similar alcoves built against the walls of the building. The alcoves contain exhibits of all the educational institutions of the State, from the lowest to the highest. First comes the Kindergarten of which there are a number in the State, though they do not form a part of the school system properly, nor are they under State control. Next we have exhibits of the common and district schools, very similar to the rural schools of Ontario. Of these there are upwards of 10,000 in the State. Next we have exhibits of the higher classes of schools, seminaries, academies and city schools. There are some very creditable exhibits of maps, drawings, and other work done in these schools. The city of Pittsburg, for instance, gives a number of volumes of questions, and the answers given in writing by the pupils. One of the most attractive

of the exhibits is that made by the Moravian Seminary for young ladies, which was erected in 1748, and therefore exceeds the American Republic in age by over a quarter of a century. Schools for the blind and feeble-minded are also represented. Passing these, we have next the exhibits of the colleges and universities, among which Gerard College holds a prominent place. The work of the Normal Schools, of which there are some seven or eight in the State, is largely represented. There are a number of models of school buildings, and among them a *model school house*, designed to show how a common or district school should be constructed, and what should be its apparatus, furniture, &c. On large charts are represented the prominent features of the Pennsylvania school system and its leading statistics. We cannot now refer to these statistics further than to say that some idea of the magnitude of the educational interests of the State may be formed from the single fact that the expenditure in support of education for several years past has been over \$10,000,000 annually. In one of the alcoves is an exhibit of the Sunday-schools of the State, which though not a part of the public school system, have been justly deemed of sufficient importance to give them a prominent place.

One of the most interesting of all the exhibits in this hall, and at the same time one of the most creditable to the State, is that of the work done by the soldiers' orphans of various schools. Immediately after the close of the great civil war, Pennsylvania nobly undertook the task of caring for and educating destitute orphans of soldiers who had given their lives for the preservation of the Union. The work thus undertaken proved to be one of great magnitude, requiring much care, attention and supervision, and a large expenditure of money. Dr. Wickersham, to whose kindness the writer is greatly indebted, stated that up to 1876 not less than \$5,000,000 had been expended for this object, and that as one result over 300 young ladies who had been soldiers' orphans, and who owed their education to the patriotic liberality of the State, were now engaged in teaching in the schools.

INDIANA.—This State next claims attention, not because her exhibit is more extensive than that of many others, but because, to the writer's mind, no other has taken such pains to make a presentation at once clear, comprehensive, and convenient to the visitor. On banners and maps are given the statistics of schools and colleges, and the comparative progress from year to year. Much of the exhibit of this, as of most other States, consists of the work actually done in the schools, and every possible device has been used to make it easy of examination. Photographs of drawings on slates and paper by the pupils are given, and also specimens of music actually composed by the pupils. A stenographic report of an object lesson is given just as it proceeded in one of the schools. Her models of school buildings are excellent, and indicate that Indiana stands very high in this respect. The specimens of plants and minerals, and the collection of the various kinds of fish which have been found in Indiana streams, are noticeable features of this exhibit. Mr. J. C. McPherson, County Superintendent, Richmond, who was in charge at the time of the writer's visit, was very courteous, and exerted himself to the utmost to explain and illustrate the various features of the exhibit, and supplied a number of

valuable documents, among others a neat volume containing a sketch of the lives of the chief educators of the State, prepared purposely for the Centennial. It should be mentioned that the Indiana exhibit is in the south gallery of the main Exhibition building.

MASSACHUSETTS.—The exhibit made by this State is located in the gallery over the east entrance to the main building. The following from the *Pennsylvania School Journal* will serve the purpose quite as well as any original description:

"The attention is at first arrested and at once engaged by the fine display of drawings which meet us half way down the staircase, and are found everywhere on the walls, in huge portfolios, and in table-drawers. Boston is by far the largest exhibitor of this and other scholars' work. The primary, grammar, high, normal art, evening, and industrial schools present specimens. The showing comprises examples of drawings from flat copies, from models, original designs, using the conventional forms of the Walter Smith system, free-hand, mechanical, architectural, and perspective drawings.

"The specimens from the evening, industrial, and normal art schools of Boston are particularly fine. The work of the primary and grammar schools is very good, but not superior in a marked degree, we judge, to the corresponding work of other schools. Nineteen towns present specimens in drawing, amongst which we note Cambridge and Easthampton as worthy of special mention.

"Messrs. Prang & Co. make a very complete display of drawings, models, etc., the design of which is to show the entire course of the Walter Smith system of instruction. It is located on the central part of the gallery principally, but is also distributed along the staircase, and on the walls of the main hall near the entrance to the gallery.

"It is well to remember that the school law of Massachusetts provides for the introduction of drawing into all the public schools of that State.

"The twelve portfolios of drawings presented by the city of Boston give a showing of the course pursued in the schools throughout all grades and departments, and it is proper to say here that no other branch of instruction is so fully set forth in the Massachusetts exhibits. And it may be safely added that no other state or city illustrates the subject so well and so satisfactorily.

"In the exhibit of this State we find many things not directly bearing upon school-work, which yet are fairly related to it, and must be regarded with interest by students of education. Williams College, for example, gives good evidence of the scope and character of its power to influence education in the published works of its presidents and professors, comprised in the thirty-three volumes put on exhibition.

"In the same case with the above will be found twenty-nine volumes of proceedings from the Boston Academy of Science, a complete set of the historical collections of the Essex Institute to 1874, inclusive, some volumes of the *American Naturalist*, and other like valuable works.

"Besides the drawing, thirty-three cities and towns present two hundred and sixty-three volumes of scholars' work. This work embraces specimens in all branches taught in schools. We observe that music is generally taught in all the schools, and French, Latin, and Greek in the high schools of the State. The written exercises in

music done by the pupils of the primary schools' some of them six years of age, is especially noteworthy.

"The sewing done by the pupils of the Boston schools and exhibited with the scholars' work as a result of instruction, is a matter of much interest.

"The exhibit of Kindergarten work and material is also very instructive, particularly at a time when Froebel's ideas are gaining deserved prominence.

"The city of Worcester makes a very extensive and creditable exhibit, as do New Bedford, Lowell, Lawrence, and some other towns. The work of the Lawrence High School appeared to the writer exceptionally excellent. And this leads one to say that there was not in all cases found such evidence of thorough instruction, care, and neatness in the manuscript work as justified expectation."

Our School Days.

BY T. HAGAN.

Crowded back, we look upon them—

Past, yes, past—forever gone—

Scenes of pleasure, hours of treasure,

Sweet to gaze and look upon;

Past, yes, like a fleeting moment,

Off they constitute an age;

Budding forth from earliest childhood,

Soon we turn life's gayest page.

Mingling with our infant comrades,

Life stamped naught upon our mind;

But when school days dawned upon us,

Footprints, then, were left behind.

Traces of a new-born era

On the way by which we trod,

Like the plough which marks its furrow,

Leaves behind the upturn'd sod.

Thus do we in pensive silence

Wander thoughtfully through the field,

Gathering flowers of early childhood,

Fragrant with life's morning seal;

Straight, perhaps, our course has led us,

Sweetly smells each glowing flower,

Planted well and watered duly,

Index of a happy hour.

Not alone we find we've labor'd,

Mainly hands came to our aid;

Cheering words, like dews of heaven,

Gave a vigor not to fade.

Helping hands and toiling comrades

Made our interests all but one,

While our troubles, light and narrow,

Soon were lost in blithesome fun.

Pass'd we've now the span of boyhood,

With its memories flooding on,

Like the bosom of a river,

Ever bears its tide along.

Launched upon more ruff'd waters

And beset by greater fear,

Swift our bark floats down the current,

And the verdant leaf grows sere.

Pause we then—yes, stop to ponder

How our happy school days sped;

Years roll'd by and days long number'd—

Would we could again but wed.

Thus we look upon life's morning,

Ushering in a noonday sun;

Veering round, it shrouded leaves us—

Thus the race of life is run.

Selected.

The Teacher's Duty.

AN ADDRESS DELIVERED BEFORE THE WENTWORTH TEACHERS ASSOCIATION BY ROBERT M'QUEEN, ESQ., PRESIDENT OF THAT BODY.

In order to succeed in life we must have a clear conception of what constitutes success, and, having settled this point, we must keep it constantly before us, and, bending all our faculties and directing all our energies towards it, press forward to the goal. Or, in other words, if we are to succeed in life, we must have an object or aim *in life*, a purpose in living. For I care not with what talents a man may be endowed, or what his opportunities may be, if he has no definite purpose in life, if he has never settled with himself the question as to what he is best fitted for, and wherein he would be most likely to be useful to the world, then, though his course may be marked by the flashing of wit and the coruscations of genius, his life will prove a miserable failure, unsatisfactory to himself and unserviceable to the world. I take it for granted that every teacher has a settled purpose in life; that is, that he has mapped out for himself a course, and, if he is to succeed, having imaged the whole, he must diligently execute the parts. I do not mean to say that no one should engage in the profession of teaching who does not intend to make it a life work, but what I insist upon is, that every teacher should have a definite object in life, a purpose in living, and this purpose and object should be above and beyond self—it should embrace his own and fellow-beings' best interests. One may have engaged in teaching as a stepping stone to one or other of the learned professions, but having done so, he must constantly bear in mind that his life is a single whole, and a successful whole can only be secured by success in all the parts. He must never forget that his ability to fill a higher sphere or nobler profession (*if there be a nobler profession than teaching*), can only be indicated by success in the lower. While, then, we should have a definite object in life, worthy of an immortal being, we should be constantly impressed with the truth that, in order to reach the goal, we must travel over the necessary steps; and if we have made teaching one of these steps of our life, then we ought faithfully to perform the duties of the teacher while we remain in the profession, for it is only by so doing that we can pave the way for honorably leaving it, or worthily remaining in it. This brings us to the question, What is the main duty of the teacher, as a teacher? I suppose it will be readily granted that the education of the youth is, or ought to be, the end aimed at by every teacher. But this involves the other question, What do we understand by education? "Education is the educating or bringing forth of the latent faculties, powers and susceptibilities of the human soul, and guiding these to the objects for which they are designed." It will be seen that education is something very different from instruction. Instruction, as the etymology of the word implies, is a piling or pouring into the mind. Instruction is the presentation of truth to the mind, and storing the memory with facts; while education is training the mind to arrange and manipulate those truths and facts so as to make them subservient to the best interests of the individual and

community. Education and instruction are both necessary to the proper development of the mind. Instruction furnishes, or ought to furnish, the mind with proper food. The object of food is to nourish and develop; but nourishment and development do not depend on the amount of food, but the amount properly digested. If more food, even if it be of the most nourishing nature, be taken into the stomach than that organ can properly digest, then, instead of nourishing and developing the body, it will derange the whole system and subvert the very object for which food is taken. So if we choke the machinery of the brain with the dry dust of indigested facts, we will not only fail to develop the mind, but we will produce mental nausea, and render that a lumbering nonentity in the world which, by proper training, might have become a vital force arrayed on the side of right and truth. To pour instruction into the mind of the child, and then call that educating a fitting the child for the active duties and stern realities of life, is about as rational as it would be for the mother to attempt to teach her infant to walk, by delivering to it a lecture on the correct principles of the art of walking, and then lift it and carry it around the room in order that it might experience the beauties of motion. Nay, but the infant must be taught to walk by aiding and guiding its own motions to that end. So also, if we would educate the child our instruction must ever go hand in hand with its intellectual perception and mental exertion, not attempting to do that which we cannot, viz., clear away all the difficulties in the path of knowledge, but to point out the way to overcome them. We must ever regard and treat the mind as a living power, capable of development, and endeavor so to train it that it shall shoot up in keenness of perception and widen out in breadth of sagacity. For true education consists in a proper training and fitting the individual for the active duties and stern realities of life. Now it is impossible, even if it were necessary or desirable, to load the memory with rules and formulas suitable to all the varied circumstances of the different conditions and positions of life. But happily it is neither necessary nor desirable to do so; but while it is not necessary or desirable to have our mind continually burdened with rules and formula, it is essentially that we have our powers of observation keenly alive and our reason and judgment active and vigorous in order that we may be able to grapple successfully with the tasks and problems of life. In one word, true education aims not so much mainly at the accumulation of information, as at the building up in the mind of a power of force of thought which we will be able to bring to bear on the problems of life, or any subject on which we may be called to pass judgment. The force of thought consists in the concentration of the attention, accurate and penetrating observation. It is a power or capacity of the mind, by which from particular facts and phenomena we deduce general truths and universal laws. It is this that constitutes what is called the philosophical mind. Many men—nay, all men previous to the time of Newton—had observed apples and other bodies fall to the earth. But in the case of Newton the particular fact set in motion a train of thought which culminated in the discovery of the universal law of gravitation. One man reads a history and he can relate to you all the leading facts and incidents of it, and that is all. Another man reads the same history, but he penetrates be-

neath the facts and incidents, searching into the causes of which these are but the effects, and thus ascertains the tendency of the government of that country, whether towards despotism or freedom. It is thus that the philosopher and the statesman read the future in the present. To use a figure, information and facts are the materials out of which the Temple of Knowledge is constructed, but Thought is the architect which out of those materials builds up within the mind that knowledge which is power. The building up of such a power or force of thought in the mind ought to be the grand end aimed at by every teacher, and nothing less than this is worthy of the name of education. The important question is not, What does the boy know when he leaves school? But, What are his powers of knowing? Have we armed him with a power of acquiring knowledge and begotten in him a thirst for it? To call anything less than this education, is a misnomer. What children know when they leave school is comparatively unimportant, and will soon be forgotten unless it is added to. The great thing to be aimed at is to interest them in the acquisition of knowledge, not so much to teach them as to make them wish to teach themselves. "Unfortunately, our present system of education has too frequently the very opposite effect, and under it the acquirement of knowledge has become an effort rather than a pleasure." Our present methods rely too much upon memory, and too little upon thought. We are sacrificing education to instruction, and confusing book-learning with real knowledge; and instead of training the mind to act with freedom and effect we are over-burdening it with undigested facts, which tend to dwarf rather than develop it. I believe it is here where the secret of the failure of the battle of life of so many men who have had brilliant academic careers is to be found. Doubtless all will be able to recall instances of young men who have had a brilliant college career, but who, when they came out into the world and engaged in its active duties, have proved failures. They had crammed their minds with undigested facts, calling into play only those faculties exercised in the acquisition of information, while the higher faculties of mental assimilation and analysis were left in abeyance, and thus they have become as a child armed with the sword of Goliath, having a weapon which they cannot wield—possessing knowledge which they are powerless to apply. In fact, our present system and methods are, to a very great extent, those of "show and cram," and they are so because we have set up a wrong standard of success—we have dethroned Education and exalted Instruction, and hence we have become instructors rather than educators. Instead of setting before us, as the grand end to be aimed at, the development of the mind and the building up of a power of thought within the child, we aim rather at seeing how much we can stuff into the mind in a given time. Instead of training it to yield a fruitage of its own, we make it a dummy upon which we exhibit the fruit of other minds. But we teachers are not without excuse in this matter; for the standard has been supplied to us and we have to submit to be measured by it. I believe there is not one of us who if left to ourselves, and to the full exercise of our own judgment, but would act in this matter very differently from what we do. I think we must all feel at times that we are cramming a good deal for the sake of show. We are not our own masters. There are those who engage

us and they measure us by this false standard; they judge of us by the number of pupils we are able to grind up and cram sufficiently to pass the next examination for promotion, no matter at what cost to their physical and mental health—and the examination itself, from the ground travelled over and the nature of the questions, renders cramming essential. The system of cramming is emblazoned in unmistakable characters on all our examinations, from that of the pupil up to that of the teacher. Take up almost any examination paper and you will find traces of it. A man's capacity to teach geography, for example, is tested by his ability or non ability to name and fix the locality of some out-of-the-way, unimportant place, the name of which he might never meet with in a lifetime of extensive reading. But this evil extends still higher. It is interwoven with our very system, it is apparent in our regulations and programme of studies. It is a great and crying evil. It is the main defect in our system, and it must be remedied or our system of education will, to a greater or less extent, prove a delusion and a snare. Like all other evils it can only be remedied by being exposed and opposed. It is therefore the duty of every teacher to set his face resolutely against it, and instead of asking himself, How can I best fit my pupils for passing the next examination? How can I best fit them for becoming useful members of society? How can I best stir up for them a thirst for knowledge and arm them with the power of acquiring it? Teaching is a noble profession if we will only rise to the true dignity of it; unless we do so our labor, "will prove the blasted fruitage of an imperfect harvest." If we are to rise to the true dignity of our profession, we must ever keep before us what ought to be the highest aim of every teacher and what constitutes the true education, viz: the development and culture of the mind. We must steadily set our faces against cramming in all its forms. Education is a plant of slow growth and withers under hot-house forcing. Cramming is enticing, because it is comparatively easy and showy. An avenue of living shade trees cannot be produced in a day, but an avenue of artificial trees may be erected in a day, and for a brief time it may be more showy and grand than the former, but its glory soon departs and leaves only a mass of rubbish behind. It is comparatively easy for the teacher to make a show by cramming, but very soon the naked deformity of puerility will be seen peering through foliage which has no living root. One word in conclusion, we must ever bear in mind that that, and that only, can be called true culture which embraces the whole man. There are two grand departments in the human mind, viz: the intellectual and moral, and there can be no true education of the former when the latter is neglected. To cultivate the intellectual faculties where the moral are neglected and then call that educating the child, is as vain as it would be to attempt to swell the ocean with a drop, marry immortality with death, or fill infinity with an unsubstantial shade.

Temperance in Public Schools,

Whilst almost every other agency for the spread of temperance has been utilized, the public schools of our country, perhaps the most powerful of all, have hitherto been all but neglected. The instruction given in Sabbath Schools, in Bands of

Hope, and Juvenile Lodges is limited to a very small part of the community embracing generally the children of the religious and temperate classes who, from their home influence stand least in the need of temperance training. While in our public schools are to be found as well children of the irreligious and drunken. Another advantage in public schools as a field for temperance training is the fact that something of permanency can be imparted to the instruction given there by the every day example and intercourse of the teacher.

How is it that this most fruitful field has been so long uncultivated by temperance reformers? That no organized effort has been made to enlist the co-operation of those architects of the country's greatness—our school teachers.

We are glad to know that public sentiment to day is demanding of teachers an example in favor of temperance, and the day is not far distant when total abstinence from strong drink and tobacco will form an essential qualification for teachers in our public schools and colleges. Supposing then the teacher to be favorable to our cause, how can we promote it in his school? We answer that in the first place he must supply the absence of instruction in our text books by explaining to his pupils the nature and effects of intoxicating liquors. Let him use every opportunity, and they will be many and frequent, of impressing on the minds of his children the shame and sin of drunkenness. By verbal description and earnest exhortation, by appeals to God's Word and actual facts about them, lead them to see that it is not the light matter the world would have them believe, and only one to be laughed at; but that it is a sin against one's self, against all about us, especially against those nearest and dearest to us but above all, against the all-pure and holy God—in fact, in no cold and unmeaning way, but vigorously and unmistakably, let them be led to set themselves heart and soul against it. Thus may he create in the mind of his scholars a loathing and hatred of intemperance and a love for the pure and holy. Scarcely a week need pass without affording him some passing event which may serve him as the text for a pithy sermon on the evils of intemperance.

Much might be done by placing within the children's reach such literature as will help to create a pure moral sentiment and fortify them against the temptations of life. A temperance paper introduced through the schools into the family would thus supplement and impress the instructions of the school.

Temperance libraries can now be obtained at little cost and we would most heartily recommend them to our teachers as a very easy and effectual means of spreading temperance principles. The publications of the Scottish Temperance League in particular are well adapted to interest and instruct children, and every teacher might establish a library of their works in his school without detriment to the primary work of the school and with great advantage to his pupils.

The pledge (against both rum and tobacco) could be given at stated periods, after school hours, if need be. If any organization be effected by all means let it embrace all the children. Occasionally ministers and others might be invited to address the children on this important theme. In fact the teacher whose heart is in the work will lack neither the means nor the opportunity of implanting this cardinal principle in the hearts of the rising generation.—*Temperance Union.*

Teachers' Centennial Excursion.

So many expressed to me a desire of receiving an account of the Ontario Teachers' Centennial excursion, that I must beg to be allowed space in your columns while I briefly recount the chief incidents of our trip to the great International Exhibition. This excursion being, as many are already aware, under the efficient management of Dr. May, connected with the Department of Education at Toronto, and now Commissioner at the Centennial, was a most pleasant affair. All the comforts of a first-class passage, except the luxury of Wagner's drawing room and sleeping cars, which, through some misfortune could not be attached to our train, was obtained for us on a superior route. But, although deprived of our night's sweet rest, the journey was far from being disagreeable; for the ladies, as is their wont, exerted themselves to their uttermost to revive the drooping spirits of their male friends who were invitingly pleading with Morpheus to have mercy on them, and among the number was to be found my humble self. I am proud and glad to state that the ladies of the Essex excursion party contributed a large share to the enjoyment of the occupants of their coach, and I may also add that throughout our stay at the Centennial they distinguished themselves by their joviality, and their readiness to enjoy all the good treats afforded by the grand exhibition, being therefore assiduously courted by the most gallant pedagogues, who disputed among themselves the pleasure and honor of being their escorts.

Now, about our accommodations in the city. They were excellent, good board and lodging having been secured for us at a first class hotel, situated in front of the main exhibition building and within a hundred yards from the principal entrances. Guides and experts were provided for us to lead us through the Educational and various other departments, and to impart to us the explanations necessary to the perfect understanding of the nature and class of the different exhibits; and I must say, *en passant*, that in the Pennsylvania, Massachusetts and Ontario departments we found much to excite our wonder and admiration. The three have on exhibition a vast variety of objects of a very noticeable and useful kind, and if Ontario is forced to see herself inferior in her displays to the great States, she can at least boast of ranking superior to all others. But as I intend making our reception by the Philadelphia teachers the special subject of this communication, I shall refrain from making any further comments on the exhibition, reserving them for a future letter, which, no doubt, will be more interesting to a larger number of your readers.

Morday afternoon (numbering 300,) we assembled in Judge's Hall, and were tendered a most magnificent reception by a committee of thirty-four Philadelphia teachers. General Eaton, United States Commissioner of Education, presided, and addressed to us words of welcome in the name of the teachers of the United States. General Hanley followed, and said that Canada had done more towards the success of the Centennial than any other eight States of the Union, except Pennsylvania and New Jersey. Addresses of welcome were also delivered by several other gentlemen, among whom was the Hon. J. Lynch, who said that the brightest jewel in America's crown of glory, now receiving the homage of the world at the Centen-

nial Exhibition, is the advancement which she has made in education. On behalf of the Canadian teachers, Dr. May replied that he really did not know how to thank the friends who had given them so cordial a greeting. He was sure that his associates would have been overwhelmed with the kindness they had received had he not told them in advance what they might expect in the city of brotherly love.

On Tuesday, according to the plan laid out, we proceeded on a visit to the Pennsylvania State Building, which we were cordially invited to make our head-quarters. From thence we were taken by the members of the committee to the Massachusetts and other educational departments. The rest of the day was devoted to sight-seeing in the main building and Machinery Hall. Wednesday, we were left to occupy the time as we deemed best. Thursday, we divided up into groups, and were taken charge of by the school authorities, and conducted to the principal high and public schools of the city. The excellent methods by which they impart knowledge were explained to us, but what pleased us the most was the perfect discipline which reigns throughout all the different apartments. At noon we all again mustered at the new Normal School, an elegant and substantial building, and were shown into the room of assembly, where a collation was awaiting us. Having done ample justice to the dainty dishes, and given a vote of thanks to our generous friends, we embarked in carriages which had been provided for us and drove up to Girard College, a superb marble building, erected at an enormous cost by a retired French merchant, and given to the city for the education of orphans. Thereafter we wended our way to the Zoological Garden, and after having examined the animals, it being time for tea, we directed our steps towards Congress Hall, our boarding place, well satisfied with the amount of information we had gathered. During Friday several of us made a start for Canada, some by way of Long Branch and New York, and others back through the Lehigh Valley, making connection with the Canada Southern, and reaching home Sunday noon. Among the latter were some of the Essex excursion party, the others returning via New York.

I must repeat what I said in the beginning; our week's visit to the Centennial was enjoyed to a very great extent by every one, and its remembrance will be long and fondly treasured.—"Eugenius," in *Essex Times*.

A Montreal paper reports:—Synod Hall was well filled yesterday-afternoon to hear the inaugural address of Rev. J. F. Stevenson, on the occasion of the opening of the session of 1876-77 of the Ladies' Educational Association. The speaker considered the question of the higher education of woman from two points of view: (1) What is education? (2) Reasons why woman should attend to her own culture? After the address, a vote of thanks was tendered the speaker, who announced that the course of lectures for the coming winter had been arranged to meet the suggestions of the committee, as expressed in the report for 1874-75. The course includes "The Structure and Habits of the Lower Forms of Life," "Structural and Systematic Botany," "Ancient History," and "Electricity and Magnetism."

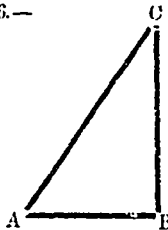
Mathematical Department.

SAMUEL R. BROWN, EDITOR, BOX 67 D, LONDON.

Teachers and others are invited to forward any problems they may think worthy of a place in these columns, provided always that the solutions accompany the problems.

Solutions.

No. 16.—



In the triangle A B C, BC + AC is the height of the pole. AB = 25 feet. The angle ABC = 90°; angle BAC = 52°. Angle ACB = 38°.

Sides of triangles are proportionate to the sines of opposite angles, hence, $\sin 38^\circ : \sin 90^\circ :: 25 : A C$.

$$\therefore \frac{25 \sin 90^\circ}{\sin 38^\circ} = AC = 40.6 \text{ feet.}$$

Also, $\sin 38^\circ : \sin 52^\circ :: 25 : B C$.

$$\therefore \frac{25 \sin 52^\circ}{\sin 38^\circ} = BC = 32 \text{ feet.}$$

Height of pole = $32 + 40.6 = 72.6$ feet.

No. 17.—

$$2nd. \text{ Time of ascent} = \frac{v}{g} = \frac{1000}{32} = 31\frac{1}{4} \text{ sec.,}$$

and since the ball is as long descending as ascending, it again reaches the ground in 62 $\frac{1}{2}$ seconds.

1st. $S = \frac{1}{2} g t^2$; that is, the height to which the ball rises is equal to half the measure of the attraction of gravity multiplied by the square of the time it takes in ascending.

$$\frac{1}{2} \times 32 \times (31\frac{1}{4})^2 = 15625 \text{ feet.}$$

3rd. Terminal velocity = initial velocity = 1000 feet per second.

We take $v = 32$ instead of $32\frac{1}{2}$, to avoid fractions.

No. 18.—

All triangular numbers are of the form $\frac{x^2 + x}{2}$

The question is therefore reduced to the making $\frac{x^2 + x}{2}$ a square; $\frac{x^2 + x}{2} = \frac{2x^2 + 2x}{4}$; the divisor 4 is a square number. It is now required to make $2x^2 + 2x$ a square:

$$\text{Let } 2x^2 + 2x = \left\{ \frac{mx}{n} \right\}^2 = \frac{m^2 x^2}{n^2}; \text{ dividing}$$

by x , and multiplying by n^2 , the equation will become $2n^2 x + 2n^2 = m^2 x$ or $(m^2 - 2n^2) x = 2n^2$.

$$\therefore x = \frac{2n^2}{m^2 - 2n^2}; \text{ where if } n \text{ be taken} = 2, \text{ and } m = 3,$$

$$\text{we shall have } x = 8, \text{ and } \frac{x^2 + x}{2} = \frac{64 + 8}{2} = 36$$

which is the least integral triangular number that is at the same time a square, *except unity*, which may be obtained in the same way as 36, by taking other values for m and n in our equation.

Several of our Correspondents sent us 1 for the answer of this question, but the method by which they obtained it was not correct, therefore we could not give them credit for it.

No. 19.—

Let x = number taken.

$$\text{Left at 1st gate } \frac{x+1}{2}; \text{ Remainder} = \frac{x-1}{2}$$

$$\text{Left at 2nd gate } \frac{x-1}{2} + \frac{1}{2}; \text{ Remainder} = \frac{x-3}{2}$$

$$\text{Left at 3rd gate } \frac{x-3}{2} + \frac{1}{2}; \text{ Remainder} = \frac{x-7}{2}$$

$$\text{And } \frac{x-7}{2} = 1; x = 15.$$

No. 20.—

$81x^2 + 54x^3 - 84x^2 - 31x + 26 = 0$; this can be exhibited under the form

$$(3x^2 + x)^2 - \frac{31}{9}(3x^2 + x) + \frac{26}{9}$$

$$(3x^2 + x)^2 - \frac{31}{9}(3x^2 + x) + \frac{961}{324} - \frac{25}{324}$$

$$3x^2 + x - \frac{31}{18} = \pm \frac{5}{18}$$

$$3x^2 + x = \frac{36}{18}, \text{ or } \frac{26}{18}$$

$$x^2 + \frac{x}{3} = \frac{2}{3}, \text{ or } \frac{13}{27}$$

$$x^2 + \frac{x}{3} + \frac{1}{36} = \frac{25}{36}, \text{ or } \frac{55}{108}$$

$$\left(x + \frac{1}{6}\right)^2 = \frac{55}{108} - \frac{1}{36} = \frac{1}{6} - \frac{1}{36} = \frac{5}{36}$$

$$x + \frac{1}{6} = \pm \sqrt{\frac{5}{36}}, \text{ or } \pm \frac{\sqrt{15}}{6}$$

$$x = \frac{1}{6} \pm \frac{\sqrt{15}}{6}, \text{ or } -1, \text{ or } \frac{1}{3} (-1 + \sqrt{15})$$

Correct solutions have been received as follows: No. 19.—Miss Jennie A. Patterson, Smithville, Ont.; Isaac M. Henderson, Switzerville, Ont.

Nos. 19 and 20.—Geo. T. Aultley, Russeldale, Ont.

Nos. 16, 17 and 19.—J. McDonald, Lobo, Ont.

Nos. 17, 19 and 20.—A. B. Blanshard, Ont.

Nos. 16, 17, 19 and 20.—James W. Morgan, St. Helen's, Ont.; John Anderson, Severn Bridge, Ont.; W. O. London, Ont.

Nos. 16, 17, 18, 19 and 20.—J. G. Hands, London, Ont.; Jas. A. Lynnam, New Brighton, West-

munster. (Mr. Lynnam sent a very nice solution of No. 18.)

Problems.

No. 21.—

Two engines start from the same station at the same time; one goes north-west at the rate of 35 miles an hour, and the other east at the rate of 20

miles an hour. How far will they be apart at the end of six hours?

No. 22. —

Given $\begin{cases} x(z+y) = 14 \\ y(x+z) = 18 \\ z(x+y) = 20 \end{cases}$ to find x, y, z .

No. 23. —

If a body weighing 130 lbs., and moving to the east with a velocity of 50 feet per second, come into contact with a second body weighing 85 lbs., and moving to the west with a speed of 90 feet per second, so that the two bodies coalesce and move onward together, in what direction will they move, with what velocity, and what will be their momentum?

No. 24. —

Proposed by J. G. Hands, teacher, Jones' Commercial College, London, Ont.

What number is that, which if it be divided into any two parts, the square of the first part, added to the second, is equal to the square of the second part added to the first?

No. 25. —

Proposed by John Anderson, teacher, Severn Bridge, Ont.

A has two kinds of change; there must be a pieces of the first to make a dollar, and b pieces of the second to make the same. Now B wishes to have c pieces for a dollar. How many pieces of each kind must A give him?

No. 26. —

A man bought a horse, a buggy and harness; the harness cost \$25, the buggy cost as much as the harness + $\frac{2}{3}$ of the cost of the horse, and the horse cost as much as the buggy and harness both; what was the cost of all. *By arithmetic.*

No. 27. —

A farmer bought two flocks of sheep; the first at \$4 each, and the second, which contained 20 more than the first, at \$6 each. If he sold them all at \$5 $\frac{1}{2}$ each, and gained \$30 on the whole transaction, how many sheep were in each flock? *By arithmetic.*

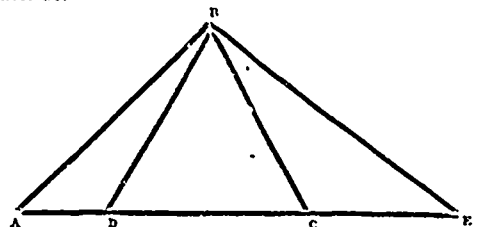
No. 28. —

$$x^2 = \sqrt{x^2 - 1} + \sqrt{x^4 - 1}. \text{ Find } x.$$

No. 29. —

To what depth may an empty closed glass vessel, just capable of sustaining a pressure of 170 lbs. to the square inch be sunk in water before it breaks.

No. 30. —



A B C and D B E are right-angled triangles; A B=40, B E=50 and D C=30. Find B D and B C.

[Nos. 21, 22, 23, 24, and 25 of the above problems appeared in the September No. of the COMPANION, and the solutions will appear in our next issue. The solutions of Nos. 26, 27, 28, 29, and 30 will be given in the January No. The names of those who solve the several problems correctly will be published with the solutions thereof. — Ed.]

Solutions Second Class, Arithmetic, 1876.

By D. McKay, Teacher Manilla P. School, Co. Ontario.

1st. Easy book work.

2nd. Debt = Present Worth + Discount. Bank discount is the interest on the debt, therefore it is the interest on the present worth, together with the interest on the discount. But interest on the present worth is the true discount, therefore the interest on the debt exceeds the interest on the present worth by the interest on the discount.

Example. Find the true and bank discount of \$26 due 5 years hence at 6%.

True discount = $\frac{1}{5}$ of \$26 = \$5.20

Bank " = $\frac{1}{5}$ of \$26 = \$7.80

Interest of \$6 for 5 years at 6% = $\frac{1}{5}$ of \$6 = \$1.80
to difference between bank and true discount, second part book work.

3rd. Since the merchant used a measure $\frac{7}{8}$ inch too short he sold $\frac{80}{35 \times 1.4}$ of the quantity of cloth bought. Now, as he sold it at an advance of 25% on cost, he obtained for the cloth $\frac{5}{8}$ of $\frac{80}{35 \times 1.4} = \frac{16}{147}$ of the cost. His gain is therefore $\frac{16}{147}$ of the cost. Then \$124.80 $\div \frac{16}{147}$ = \$451.20 cost. Had the merchant not used a false measure, his gain would have been $\frac{1}{4}$ of cost = \$112.80, but his gain by using false measure is \$124.80 - \$112.80 = \$12.

4th. If unity be taken to represent the sum invested in 5's, then $\frac{1}{5}$ of unity will represent the sum invested in 6's. The fraction of unity representing the amount of stock held in 5's is $\frac{1}{5}$ of 1 = $\frac{1}{5}$.

Income in gold from stock in 5's is $\frac{1}{5}$ of $\frac{3}{5}$ = $\frac{1}{5}$ of sum invested in 5's.

Fraction of unity representing the amount of stock held in 6's is $\frac{3}{5}$ of $\frac{1}{5}$ = $\frac{3}{25}$. Income in gold from stock invested in 6's = $\frac{3}{25}$ of $\frac{3}{5}$ = $\frac{9}{125}$ of unity.

Income in gold from 5's is to income in gold from 6's as $\frac{1}{5}$ to $\frac{9}{125}$, or 5 to 9.

Income from 5's = $\frac{5}{9}$ of \$1400 = 500.

Income from 6's = $\frac{4}{9}$ of 1400.

Amount invested in 5's = 500 \times 19 = \$9500.

Amount invested in 6's = $\frac{4}{5}$ of 9500 = \$16200.

5th. It is evident that A, B and C's efficiency is as the numbers 4, 3, 2 $\frac{1}{2}$.

A should receive for 5 days' work, 5 \times 4 = 20 parts

B " " 6 " " 6 \times 3 = 18 "

C " " 8 " " 8 \times 2 $\frac{1}{2}$ = 20 "

A's daily wages = $\frac{\frac{2}{3}$ of \$36.25}{5} = \$2.50.

B's " = $\frac{(\frac{2}{3}$ of \$36.25)}{6} = \$1.57 $\frac{1}{2}$.

C's " = $\frac{(\frac{2}{3}$ of \$36.25)}{8} = \$1.56 $\frac{1}{4}$.

6th. 3 francs = $\frac{15}{100}$ milreos; 1f. = $\frac{1}{2}$ m.; 13f. = $\frac{13}{2}$ m. = £1 Flem.

£1 sterling = $\frac{2}{3}$ m. \times £1 $\frac{1}{3}$ Flem. = $\frac{1}{3}$ milreos.

$\therefore 1623\frac{3}{4}$ m. \div $\frac{7}{10} \times \frac{50}{9} \times \frac{100 \cdot 1 \cdot 2}{100} \times \frac{100}{97 \cdot 12} = \2190 .

7th. $252 \times 6\frac{3}{4} + 17\frac{1}{2} = \16.24 cost.

Had the whole been purchased at $5\frac{1}{2}$ cents, the cost would have been $252 \times 5\frac{1}{2} = \13.86 . But the hind quarter, at an advance of $1\frac{1}{2}$ cts. a lb, costs (\$16.24 - \$13.86) \$2.38 more than if bought at $5\frac{1}{2}$ cts. a lb.

$\therefore \$2.38 \div 1\frac{1}{2}$ c. = 136 lbs weight of hind quarter.

8th. 1st mode—\$100 (1.1)⁴ + 100 (1.1)³ + 100 (1.1)² + 100 (1.1) + 100 + \$1000 = \$1610.51.

2nd mode—\$300 (1.1)⁴ + 250 (1.1)³ + 260 (1.1)² + 240 (1.1) + \$220 = \$1610.51.

9th. By selling the 400 lbs. of tea @ $33\frac{3}{4}\%$ advance on cost, the merchant would receive the same sum as if he had sold $33\frac{3}{4}\%$ more tea at cost. The merchant therefore gains the cost price of $33\frac{3}{4}\%$ of 400 lbs. = 133 $\frac{3}{4}$ lbs. of tea. For the same reason he loses 20% of the cost of his sugar, or the cost of 320 lbs., but the cost of the sugar is $16\frac{2}{3}\%$, or $\frac{1}{3}$ of that of the tea. He therefore loses on the sugar the cost price of $53\frac{1}{3}$ lbs. tea. His gain on the whole is the cost of 80 lbs. of tea, which is \$60; cost of tea per lb., 75c.; cost of sugar, $\frac{1}{3}$ of 75 = 12 $\frac{1}{2}$ c.; selling price of tea, $\frac{1}{3}$ of 75 = \$1; selling price of sugar, $\frac{1}{3}$ of 12 $\frac{1}{2}$ = 10c.

10th. (a) M the distance in feet from lower tower. 120 - M the distance in feet from higher tower. $M^2 + (40)^2 = (120 - M)^2 + (50)^2$. $M = 63\frac{3}{4}$ ft.

(b) Since the sum of the squares of the sides of a parallelogram is equal to the sum of the squares of the diagonals, the other diagonal =

$$\sqrt{(25)^2 \times 2 + (35)^2 \times 2 - (10\sqrt{12})^2} = 50 \text{ ft.}$$

Corrections.

We have been requested to allot space for the following corrections to the solutions of algebra and philosophy papers, as published in the last number of the *Ontario Teacher*.—

Question II. (c), line 3—Algebra.—

For $(5x + 1)$ read $(5x^2 + 1)$.

Question III. for

$$(n^2 + mx + n) \left(x + \frac{r}{n} \right) \text{ read } (n^2 - mx + n) \left(x + \frac{r}{n} \right).$$

Question IV. (b.) By ordinary method, $x - 1 = gcm$. Read, $x^2 - 1 = gcm$.

Question VIII.

(a.) for $3 \left(3 \sqrt[3]{n^2 - x^2} \right) m = m$.

Read $3 \left(3 \sqrt[3]{n^2 - x^2} \right) m = m^3 - 2n$.

Question VI. (b.) Natural Philosophy.

Let x be the density of sea-water. Read

Let r " " " " " " " " " " " "

The Committee of the Ontario Cabinet Council has, at the suggestion of the Minister of Education, passed an interim regulation which provides that Boards of Examiners may renew 3rd class certificates to be good till July, 1877, when the holders have been efficient teachers, but failed to obtain 2nd class certificates at the late examination. The renewed certificates will be valid only in the county in which they are issued,

Educational Intelligence.

Teachers' Association.

ADDRESSES BY HON. ADAM CROOKS—LESS VACATIONS AND NO TOWNSHIP BOARDS.

As long as the machinery of Educational matters runs smoothly, the apathy of the people, if real, is remarkable, but once let it appear that the motion of the wheels runs in the direction of change, and the interest and opposition of the people is assured. After all, the plausibility of fluent and "taking" presentation of so-called desirable reforms, falls flat with the good Conservative people of Lennox and Addington, who are not slow to take the good advice tendered by the quasi Reform member of the local House "Stick to the good we know rather than try the good we don't know." Whatever of reluctance to accept change for the sake of change may have been manifested, the Teachers' Association deserves much praise for having afforded the public an opportunity of hearing the Hon. Minister of Education discourse upon the present condition of educational matters, and indicate the probable course of future legislation upon the subject. The Hon. Adam Crooks came into town by the midnight train on Friday and remained until Saturday afternoon as the guest of His Hon. Judge Wilkinson. On Saturday morning a deputation composed of W. S. Williams, Esq., Mayor of Napanee, Geo. Striker, Esq., M.P.P., and Mr. Platt, P. S. I., of Picton, Mr. Dorland, Head Master, Newburgh High School, Mr. Stort, Head Master Bath Public School, John Hogle, Esq., Warden of the county, F. Burrows, P. S. I., R. Matheson, M. A., Head Master of Napanee High School, J. J. McGee, Esq., W. Tilly, Esq., J. C. Spafford, Reeve of Ernestown, T. W. Casey, of the *Express*, Mr. Yokome, of the *Beaver*, and Mr. Elliott, of the *Standard*, occupying three carriages, waited upon him, and after presentation escorted him and the Judge to the High School Building, taking a circuitous route through the principal streets of the town. At the High School there were plenty of evidences of artistic ornamentation. An arch of evergreens had been formed over each gateway, surmounted by the Union Jack. The stairways within the building were festooned with flags, producing every pleasing effect. The room was decorated with festoons of bunting, oak leaves and evergreens in the most pleasing and attractive style possible. At one end of the room, over the platform, was a gothic arch of evergreens, with a circle of oak leaves pendant from the "peak." Within the arch was inscribed, in Mr. Bowerman's neat 'typography': *Palman, qui meruit, ferat, freely rendered as "Let him carry the palm who has merited it."* At the other end of the room was a semicircular arch enclosing the words *Ad astra per aspera*, freely rendered as "Through arduous labor we attain honor." Having escorted the Hon. the Minister to the platform, whereon were seated F. Burrows, Esq., Judge Wilkinson, Geo. Striker, Esq., M. P. P., John Hogle, Esq., J. Dorling, Esq., W. S. Williams, Esq., A. C. Davis, Esq., L. C. Spafford, Esq., J. J. McGee, Esq., Mr. Platt and Dr. Bristol. Mr. Burrows, as president of the Teachers' Association, presented the following address to the honorable visitor:—

ADDRESS.

To the Honorable Adam Crooks, M. P. P., Minister of Education, Province of Ontario.

SIR,—On behalf of the Teachers' Association of Lennox and Addington we give you a cordial welcome, and thank you for the promptness with which you have accepted our invitation to be present with us on this occasion. Your visit is not only a source of gratification and encouragement to us as teachers, but it will, we are confident, impart a healthy stimulus to the cause of education in this county. Our school system has, since its inception, been a just source of pride to ourselves, and its varied excellencies have commended the admiration of educationists in other countries. It would be difficult, if not impossible, to find in the history of any country, a parallel to the progress we have made within the last thirty years, in extending the benefits of education to the masses; and not only is this remarkable progress largely due to the ability, the energy and the patriotism of your distinguished predecessor at the head of the Education Department, but it is equally creditable to the liberality and intelligence of the people of this Province. Although, owing to its narrow front, this county has more than an average proportion of sparsely settled district, yet the progress that has been made in its educational facilities compares favorably with that in other countries that are more advantageously circumstanced. In common, of course, with every other county in the province, the most marked improvement has been made since the important Act of 1871. Since that date forty-six new school houses have been built, which added to those previously in existence make a total of one hundred and ten in the county. The improvement in the surroundings, and in the external and internal fitting up of these has been very great indeed. In almost every case the requirements of the departmental regulations have been fully complied with by the Trustees. As might have been expected, the more excellent scheme for the examination and qualification of teachers has vastly increased the efficiency of our schools in this county; and, while we are happy to say that salaries are on the advance, we may be permitted to hope for a still further improvement in this respect. Inasmuch as there is no department of the public service in the administration of which the people are more deeply interested, we are glad, and we believe all friends of education throughout the country are glad to see the important department of Public Instruction receive the recognition to which it is entitled. In no branch of our national institutions, subject to state control, does the democratic element more largely prevail than in connection with our school system, and hence we believe that the appointment of a Minister of Education, responsible to the people, will not only have the effect of securing a still larger measure of public confidence, but will beget and keep alive an interest in the cause of education such as we have not hitherto seen. We embrace this our first opportunity to congratulate you, Sir, on your appointment to this very important office; and we congratulate the country on securing the services of one, whom universal opinion seems so eminently qualified to carry on the great work begun by Dr. Ryerson. As the interests of education and the interests of the teaching profession are inseparable, we hail everyone engaged in promoting the former as our friend.

We shall, therefore, receive the suggestions that may be embodied in your address to us, or in your replies to any of our number who may seek information, not merely as coming from one having authority; but as the expressions of one who is sincerely desirous of promoting our welfare and happiness.

F. BURROWS, President.

WM. TILLEY, Secretary.

Lennox and Addington Teachers' Association.

Hon. Adam Crooks, in reply, expressed himself much gratified with the address which the President of the Teachers' Association has just presented to him. He had taken an early opportunity since receiving the appointment as Minister of Education, to make himself conversant with the important duties of his office, and at the same time endeavoring, by accepting invitations to meet with Teachers' Associations, and taking part in the discussions, to obtain such practical information of the requirements of the country as could only be obtained from those personally engaged in the work of teaching. He had already, since the duties of the position had been cast upon him, met with Teachers' Associations in the West which have, from being in old and wealthy parts, been able to present remarkable successes. He had among others visited the Association of Middlesex, Oxford, North York and South Huron, all of which presented most successful examples of the progress of the last thirty years. At each of those visits he had found some questions which he also observed in the programme of to-day. He had gained a large amount of information which he hoped would result in further improvement, and such a large measure of success as might, in course of time, be expected from those improvements. The address referred to the difficulties to be encountered in this county, but a reference to the reports showed that as much had been done here as elsewhere. He might refer to the larger number of qualified teachers to show how they had been succeeding or to how the trustees had been mindful of their duties in the provision of funds, and in all other respects complying with the requirements of the Act. The address referred to parts of the county being sparsely settled, but for the schools in those districts, the department had a poor fund, from which to make appropriations to aid in meeting requirements, and he hoped the grant for that purpose would be larger in the future. There were other important topics in the address which he would proceed to notice, although he had not come for the purpose of addressing them. He would take advantage of their kindness by proceeding to express his own view of the relationship of those engaged in teaching. All were called upon to perform important duties for the future, which he hoped would end in producing increased prosperity in the country. He would feel that his labors were lightened if he could maintain the confidence which they had expressed in the address. His position was only a small part of the general machinery which must be kept in motion by the hearty co-operation of all its parts. The greater responsibility rested upon the trustees and parents to properly aid the teachers in the discharge of their important duties. All the appliances which exist, after so large an expenditure, would be ineffectual unless the work, beginning with the parent and child, and ending with the teacher, were not clearly understood and resolutely executed. The Department desired to present

a better class of qualified teachers, and would offer such rewards as would induce third-class teachers to improve their position. The Normal Schools offered the best means for training teachers, but it was impossible to accommodate all the 3000 teachers, and a large majority must improve themselves. Next to them, Teachers' Institutes had been proved the best means of improving the qualification of teachers, and if in connection with them, model schools could be established, would impart much practical information which it would be impossible to give by any other means outside the Normal Schools. He was sensible that other inducements must be held out to third class teachers to improve their position than those which now existed. It should be thoroughly understood that the regulations of 1871 and 1874 were only probationary in their character so as to lay the foundation of future successes. Of what value would higher teaching, or all the proper appliances be unless the children were brought into contact with them? How best to accomplish this has been a problem which has been discussed in all countries. A national system of education should include every child in the country, and unless all were brought in and none allowed to grow up in ignorance, the system could not be considered national. In Scotland, Germany, Belgium, and many of the States had been adopted very successful measures with this end in view. When in London (Ont.) he had occasion to point out the exceedingly low percentage of actual average attendance as compared with the aggregate number of children on the roll. Out of 500,000 children, between the ages of 7 and 12 years, 490,000, or all except 10,000, attended school; but the average was very unsatisfactory. Only about 263 out of every 1,000 attend 100 days. 5 per cent. only attend less than 50 days in the year; 12½ per cent between 50 and 100 days, 23 per cent between 100 and 150 days, 10 per cent between 150 and 200 days, 8 per cent attend 200 days, and only a fraction attend the entire year. The law here requires 80 attendances. In England 250 attendances, morning and afternoon, or afternoon and night, are required for 5 years. Here it is all day attendances, so that 160 would be our minimum as compared with England's 250. In England an indirect, and in Scotland a direct compulsory law is in effect. In the former country it is unlawful to employ the labor of a child who cannot produce a certificate of having attended school the required time. Connecticut and Massachusetts have the direct law, and we have two clauses in our law which compel trustees to report the names of all children not attending school, at least four months in the year, and the penalty is the imposition of a rate bill upon the parent, or by other means. But the remedy was not so much in the law as in letting parents thoroughly understand that they are throwing away money unless they get an equivalent in the education of their children. There was no use in the law unless it made the parent a willing one, and brought him to understand the necessity of having his children attend school. Parents should work up to the law instead of remaining amenable to its action. Two millions of dollars were annually raised by direct taxation for the one object of educating the youth, and a few month's regular attendance was better than many of desultory attendance. The labors of the late Chief Superintendent were very properly referred to in the address. For 30 years he had devoted himself to the improvement of the

school system, for in it there could be no finality. There was no system which could not be improved, and scarcely a civilized country which was not engaged in improving what they had. He referred briefly to the success of the Ontario Education Department at the Centennial, directed attention to the Japanese, French, and English Commissioners now engaged in studying our system, as an evidence of the high character it had won abroad, and advised teachers to go on with the improvement. He hoped that his occupancy of the position he now held might result in much good to the country, and again thanked the Association for the address which he said would nerve him to go forward in the course marked out for him. The Hon. Minister sat down amid the applause of the entire audience, which by this time filled the commodious school room.

Mr. Burrows said he was sure they were all gratified by the address they had just heard from the Minister of Education. He was glad he so thoroughly appreciated the difficulties with which they had to contend. He announced the first subject—Teachers' Institutes.

Moved by Mr. Tilley, seconded by Mr. Bowerman, that this Association, being convinced that the value of the work done under our present school system will depend largely upon the knowledge which the teachers possess of the best mode of teaching, of the most improved system of school organization, and of various minor details, in connection with, and of the greatest importance to the teaching profession, would strongly recommend to the Provincial Government the expediency of establishing Teachers' Institutes throughout the Province, so that by this means the teachers may be better fitted for their work, and a more correct knowledge of the requirements of National Education be disseminated throughout the country.

After an animated discussion in which the mover seconded, Mr. Matheson, Mr. Platt and Prof. Dawson, of Belleville, took part, the motion was put and carried.

Moved by Mr. Matheson, seconded by Mr. Stout of Bath, that this Association considers it would be conducive to the best interests of Education in the Province to have the Easter vacation (except Good Friday) discontinued for all schools, and to have all vacations alike for both High and Public Schools—Carried.

An amendment to include the week after New Year's in the number to be discontinued was lost.

Moved by Mr. Magee, seconded by Mr. L. C. Spafford, that a vote of thanks be tendered to the Minister of Education for his kindness in meeting this Association, and also for his address and interest in educational matters—Carried.

The President presented the thanks of the meeting to Mr. Crooks, who made a brief acknowledgment, and the meeting closed.

PUBLIC MEETING.

In the afternoon, on Saturday, a public meeting of those interested in educational matters was held in the Town Hall, which was well filled by a very influential audience of ladies and gentlemen.

John Hogle, Esq., Warden of the County, was called to the chair, and on the platform were the following gentlemen: Hon. Adam Crooks, Judge Wilkison, G. Striker, Esq., M. P. P., J. T. Grange Esq., M. P. P., H. M. Deroche, Esq., M. P. P., Mr. Platt, P. S. I., Hon. John Stevenson, Mayor Williams, Prof. Dawson, Jas. Johnston, Esq.,

P. S. I., F. Burrows, P. S. I., A. L. Morden, Esq., R. Matheson, Esq., M. A., and J. Dorland, B. A. Mr. Hogle briefly introduced Hon. Adam Crooks to the audience.

Hon. A. Crooks was received with applause. He said he had occasion this morning to express gratification at the invitation he had received to be present to day. Since becoming Minister of Education he had endeavored by personal attendance to increase his knowledge of a great many questions which sprung up for consideration. Today questions of great importance which had now arisen in the west were to be discussed. He proceeded to discuss the qualifications of teachers, the importance of which was shown by the large amount expended for the maintenance of Public Schools. He said the endeavor was to bring things to a satisfactory issue by various stages of progress. He referred to the perfection of local and municipal institutions, and argued that scholastic institutions would yet be so perfected that no child should grow up in ignorance. The moral culture of the youth was of as much importance as the physical wants of the country with which the municipal councils were charged. The duty of providing for the expenditure for school purposes rested with the ratepayers. He found that a larger amount was expended than for other single purposes, and the meaning was that the people had gone over to the idea that every child should have a free education. The Education Department had the responsibility of putting into motion the regulations for qualifying teachers, and impressing upon trustees the necessity of providing accommodation for all the wants of their sections. The weak point was how to get the children into the schools. Another great question was how to provide the best qualified teachers. The present standard was not a permanent one, and Associations were prepared to assist in raising it, and if raised, higher salaries would have to be paid. First and second class certificates were only issued by the Department; the great bulk of certificates were issued by the County Boards, and were only intended to have local effect. In 1874 there were 215 first class teachers, 857 second class and 3,609 third-class. So that three-fourths of the teachers were third class. From 1871 to 1874 there were 13,882 applicants for certificates, of whom about 6,000 were successful. 152 applied for first class and 50 males and two females were successful; 2145 applied for second-class, and 910 were granted—669 to males and 214 to females; while of the third-class there were 2,500 males and 3,400 females. The third class must understand they were only transitory, they must go on and qualify for taking second class. The Normal School accommodation was only sufficient for one-tenth, and the remainder would have to adopt other means of improvement which they hoped to provide by means of Teachers' Institutes. He continued for some further time to discuss the standard of qualifications which he indicated would be the subject of early legislation, and closed by thanking them for their kindness and attention, and declaring whatever of health and patriotism he had would be devoted to the educational interests of Ontario.

Mr. Burrows, Public School Inspector of the County, moved, "That in the opinion of this meeting the present system of Rural School Section Divisions should be abolished and be replaced by Township Boards, which will secure uniformity of

taxation for school purposes in each township, and afford a remedy for many of the difficulties inseparable from the present system." He supported his motion in a speech full of argument.

Mr. Ezra Spencer, of Richmond, seconded the motion.

They followed a discussion of great length, much feeling and interest. Messrs. Morden, Deroche, Huffman, of Camden, and Hon. John Stevenson opposed the motion, which was supported by Messrs. Burrows and Matheson, and Prof. Dawson, of Belleville. On being put to the meeting it was declared lost. An effort was then made to introduce other topics, but it being near train time, Hon. Mr. Crooks was compelled to retire, when the meeting abruptly broke up.—*Napanee Standard*.

Teachers' Association.

According to previous announcement, the postponed meeting of the Teachers' Association was held on the 26th ult. At the request of the President, the Rev. Mr. Dracass opened the meeting with prayer. Minutes of meeting held in May read and approved.

Moved by Mr. J. S. Campbell, seconded by Mr. J. Ritchie, sr., that the Constitution, By-Laws, &c., as read by the Secretary, be adopted. Carried.

Moved by J. S. Campbell, seconded by W. K. Reid, that forty copies of the Constitution, &c., be printed for the use of the members. Carried.

On the recommendation of the Board of Directors, the Rev. Wm. Park, Durham, was unanimously elected an honorary member of this Association.

Moved by Mr. W. K. Reid, seconded by J. Ritchie, that the thanks of the Association be tendered to the Board of School Trustees for their kindness in granting us the use of the school house. Carried.

Adjourned till 1:30 p. m.

The President having taken his place, it was moved by J. S. Campbell, seconded by J. Ritchie, that the minutes of the forenoon be adopted. Carried.

The time for topics having arrived, Mr. J. S. Campbell led off in a clear, concise and elegant paper on "The Best Method of Teaching Reading." In this paper were embodied some of the chief points of the leading educators of the day, such as the printing of the letters on the blackboard and pronouncing them, then causing the child to print the letters on the slate; naming the words at sight instead of spelling them preparatory to reading; teaching to read intelligently and intelligibly by means of questioning, explanation or any other method that will cause the pupil to obtain a good idea of what he is reading; making school a pleasure, and showing by his manner that he is interested in what they are doing and that it is his delight to see them making progress.

"A few of the Duties of Teachers" were given in a paper by Mr. W. K. Reid.

Of Mr. Cushnie's paper, "The Requirements of our Profession," it is unnecessary to say more than that the Association esteemed it so highly as to request its publication, to which Mr. C. kindly acceded.

The discussions were rendered more interesting by the presence of Messrs. Geo. Jackson and W. J. Forbes, the former of whom especially threw out some good suggestions which were carefully listened to by all present.

The holidays and the last examination of teachers occupied the attention of the meeting for a considerable time, the result of which was the two following resolutions:

Moved by Mr. A. Ferguson, seconded by J. Ritchie, that in the opinion of this meeting it would be preferable for the Easter holidays to commence on the Monday before Easter and continue for the week, and the summer holidays to commence on the second Monday in July and end on a Friday, and continue for the same time as the high school vacations. Carried.

Moved by J. S. Campbell, seconded by Robt. J. Ball, that in the opinion of this Association, the results of the late examinations for teachers' certificates are quite satisfactory, and that it would not be well in the interests of education to lower the standard of qualification as required by the papers issued this year; this motion being understood to apply more particularly to second and third class certificates. Carried.

Moved by J. Ritchie, seconded by A. Ferguson, that Mr. Cushman publish his essay. Carried.

Moved by J. Ritchie, seconded by A. Ferguson, that our next meeting be held in this place, commencing at half-past 10 o'clock, on Saturday, Oct. 14th, 1876. W.M. K. REID Sec.

—*Durham Chronicle, Sept. 9th.*

Miscellaneous.

PUBLIC SCHOOL TEACHERS' CERTIFICATES—FIRST CLASS, 1877.

*Subjects of Examination in English Literature, July, 1877
Prescribed by the Educational Department for Ontario.*

- I. The Tragedy of Macbeth.—*Shakespeare.*
- II. Ten of Lord Bacon's Essays, namely:—
 - No. 1. Of Truth.
 - No. 3. Of Unity in Religion.
 - No. 5. Of Adversity.
 - No. 16. Of Atheism.
 - No. 23. Of Wisdom for a Man's Self.
 - No. 29. Of the True Greatness of Kingdoms and Estates.
 - No. 32. Of Discourse.
 - No. 34. Of Riches.
 - No. 41. Of Usury.
 - No. 50. Of Studies.
- III. Ten Essays by Addison, from the *Spectator*, namely:—
 - No. 26. Reflections in Westminster Abbey.
 - No. 317. On Waste of Time—"Journal of a Citizen."
 - No. 329. Visit with Sir Roger de Coverley to Westminster Abbey.
 - No. 343. Transmigration of Souls—"Letter from a Monkey."
 - No. 517. Death of Sir Roger de Coverley.
 - Nos. 558 and 559. Endeavors of Mankind to get rid of their Burdens—"A Dream."
 - No. 565. On the Nature of Man. Of the Supreme Being.
 - No. 567. Method of Political Writers affecting Secrecy.
 - No. 568. Coffee-house Conversation on the Preceding Paper.
- IV. The Lady of the Lake.—*Scott.*

Hon. Adam Crooks says of Ontario schools:—Out of 520,000 children of school age, 460,000 were on the roll, or about 86 per cent.; but of these not one-half attended 100 days, and one-fourth did not attend 50 days.

The Board of Education, of New York, this year asks for \$3,988,352 for educational purposes. This is a large sum, but it is not too much for this great city. No schools are more economically managed; no schools produce such magnificent results. One thing is certain: every cent of money entrusted to the Board of Education will be honestly, wisely and economically spent. Every member adorns his high office; every one has a spotless reputation; every one loves honor and admires the school system too well to use his position for pecuniary gain. The history of the use of the funds granted last year is the best argument for granting the sum asked for now.—*New York School Journal.*

Hon. Adam Crooks, Minister of Education, has issued certain regulations for the inspection of Separate Schools. The trustees are to notify the Department of Separate Schools, and the Minister may order that each school be inspected by a High or Public School Inspector at least once a year. The Inspector will report to the Department full statistics regarding the school. The inspection shall be during April or May each year. The Inspector will report on what days, under Roman Catholic discipline, school is closed, and what, if any, equivalents in time have been made upon other days in which public schools are closed.

It has been decided by the Minister of Education that "Candidates for admission to either of the Normal Schools in Ontario shall have the preference for admission in the following order: (1) Those who have attended either of the Normal Schools during any former session. (2) Those who hold a Public School Teacher's Certificate of any grade. (3) Those who hold temporary certificates, or permits as teachers, or certificates as assistants or monitors in Public or High Schools. (4) Those who desire to enter the profession of teaching." Evidently there are more Normal Schools required in Ontario. Let us have one in London.

The East Middlesex Teachers' Association will be held in the County Council Chamber, London, on Friday and Saturday, Nov. 3rd and 4th.

Hon. Mr. Crooks, Minister of Education, will address the East Bruce Teachers' Association at Paisley, on Monday, Nov. 6.

If a bell be suspended in the receiver of an air-pump, it will be found that the sound of the bell becomes less and less audible as the air is exhausted, until it entirely ceases to be heard, thus showing that air is the vehicle by which sound reaches the ear; but air is not the only vehicle of sound; there are bodies which convey it far more powerfully than it does. The transmission of sound through the air is not instantaneous; by the investigations of Newton, the velocity of sound was calculated at 968 feet per second, but experiment has shown it to be about 1,142 feet. The cause of the discrepancy lies in the change of the air's temperature, caused by its condensation. This was pointed out by Biot, and the circumstance introduced by Laplace into the investigation, which was thus made to coincide exactly with the result of experiment. The velocity and intensity of sound in its transmission by solid bodies are greater than by liquids, and the velocity and intensity by liquids are greater than in air or gases.

Scientific and Literary.

All bodies expand when heated and contract when cooled. Of the three classes of bodies, elastic fluids expand most rapidly, liquids expand less than elastic fluids, and more than solid bodies. The expansion of bodies by heat explains many phenomena, and may be applied to a number of practical purposes. Every solid body is found to expand nearly uniformly for equal changes of temperature, taking its dimensions at some given temperature as the standard; but each different solid body has its own rate of expansion. Liquids also have each a different rate of expansion; thus alcohol expands much more rapidly than water; this rate, however, is not, as in solid bodies, nearly uniform, but the expansion of every liquid is found to become most rapid as it approaches its boiling point. Gases and vapours are all found to expand uniformly, and the rate at which they expand is the same in them all. When water is cooled from higher temperatures down to 40°, its rate of contraction becomes less and less, and in changing its temperature from 40° to 38°, it can hardly be seen to change its volume. On cooling it below that point, it will be found to expand until the instant at which it freezes. When covered with oil, and carefully preserved from agitation, it may be cooled down to 5° without becoming solid; but the slightest motion will cause it suddenly to shoot into crystals of ice. The term "freezing point" is therefore inaccurate, and it ought properly to be called the melting point of ice. Cast iron, bismuth, sulphur and many other bodies also experience a sudden expansion at the instant of passing from the liquid to the solid state; there are likewise bodies which contract suddenly on undergoing the same change; this is the case with mercury. When bodies expand at the instant of congelation, they exert a force which no material can resist. The difference in the rates of expansion of solid bodies shows the danger which may arise from uniting different materials unskillfully in the same structure.

WHY WE USE THE RIGHT HAND.—The habit of using the right hand in preference to the left among those people whose monuments date from the remotest antiquity, appears to be a universal fact, and this is accounted for by the anatomical mechanism of the human body. It is known that the right lung, liver-lobe and limbs exceed in size those of the left side, involving, of course, a greater amount of tissue structure and a larger supply of nerves and blood vessels for their nutrition. A person walking in a dense fog figures with his feet the segment of a circle, and, if he is right-handed, he takes a direction to the left, because the right leg naturally takes a longer stride. The left side of the brain is larger than the right, and, as it appears that the power of verbal articulation in the right-handed is confined to a certain convolution on the left side, the conclusion is arrived at that, in speaking and thinking, the left side of the brain is used, this being the result of dextral education. The opinion has also been expressed by some medical writers that amnesia and aphasia in right-handed men indicate disease of the left brain, and that hammer-palsy and writer's cramp show the results of excessive working of the left brain.—*New York School Journal.*

A VALUABLE INVENTION—A MAN LIES DOWN IN A FIRE.—The faculty of remaining in the water for a greater or less period of time, which has been enjoyed by mankind ever since the existence of the element itself, seems likely to be extended to fire, in the event of a fire-proof dress, the invention of a Swedish officer, Captain Ahlstrom, and which has come triumphant out of every trial, proving ultimately successful. At a recent experiment in Silesia, four heaps, consisting of logs of wood, were arranged in the form of a square, well covered with shavings and saturated with petroleum. They were then set light to, and speedily became a mass of flames. Into this fiery furnace, the glowing heat of which kept the spectators at a respectful distance, stepped Captain Ahlstrom, clad in his fire-proof dress. He moved freely about in the restricted space—some four feet square—formed by the heaps, leaning from time to time quite unconcernedly against the blazing piles, and, finally, taking his seat upon one of the heaps, glowing with intense heat, he reclined there with as much nonchalance as though it had been a sofa. He remained thirty minutes in the flames without suffering in the smallest degree from the heat. Next day an experiment was made in the Hohenzollern mine, with the view of seeing whether the apparatus would avail in the event of an explosion of fire-damp or any analogous accident. The principal of the gymnasium, who volunteered to test it personally, descended into a space which had been shut off from the rest of the mine and filled with gas, and remained there for twenty minutes without experiencing the slightest inconvenience from the poisonous atmosphere. Captain Ahlstrom has sold his invention to Prussia for 50,000 marks.

WHAT THE SUEZ CANAL IS DOING.—M. De Lesseps has returned from his five months' trip to Egypt. He has ascertained that Port Said is not likely to be filled in with sand, as predicted, the work done by the dredging machines last year being still open. In winter, when the Bitter lakes are full, a tide sets into the canal, which turns the current toward the Mediterranean. In summer, when the level of the lakes has been lowered by evaporation, the current turns in the opposite direction. Formerly rain was unknown on this part of the Red Sea, but since the building of the canal showers have fallen regularly about once a fortnight. The result has been to start vegetation up even on the Asiatic side, in the most wonderful manner. Civilization, therefore, changes the climate as well as the face of the country, and if things go on as they have begun, the sands of the isthmus will be covered with forests in another fifty years.

Herculaneum and Pompeii were two cities of South Italy, overwhelmed, the former by lava, the latter by ashes and scorice, in the same eruption of Mount Vesuvius, A. D. 79. In this eruption the curiosity of Pliny the Elder cost him his life. The site of Herculaneum was lost till 1711, when it was accidentally discovered in digging a well. Since then excavations have been conducted at intervals, by the Neapolitan and Italian Governments. As the lava in many instances formed a perfect mould of the bodies entombed in it, perfect statues of them have been obtained by pouring plaster into the cavities.

Fireside Department.

Written for Our Home Companion.

The Accident Insurance Ticket; OR, CHARLEY MORTON'S TRIP.

By W. E. Westlake.

"I hope you'll manage things all right while I'm away, Charley. Don't run off and leave the store and the clerks to take care of themselves, but attend to everything connected with the business as though you owned it yourself."

"Very well, governor. I'll run the thing all right. How long will you be away?"

"That depends on circumstances. I may stay a couple days in Chatham, and two or three in Detroit, or I may not be away more than two days altogether."

"Will you stop at Ingersoll or London?"

"I think not. I have some business in Ingersoll, but I believe Macdonald is away from home at present. Well, good-bye, my boy. Take care of yourself," said Mr. Morton; and, valise in hand, he walked hurriedly out of the store, and went in the direction of the railway station.

Mr. Morton was a dry goods merchant in the town of Woodstock. For twenty years or more he had been in business in the same stand. During all that time he had been industrious, economical and persevering, but had never succeeded in making more than a living, though he was supposed to be doing an extensive trade.

His son, Charley, who assisted him in the business (or, at least, was supposed to do so) was a youth of twenty summers. He belonged to that class of young men who may be seen standing around billiard saloons and at street corners, swinging light canes, puffing five-cent cigars, and staring in an impertinent and disagreeable manner at passing ladies. Charley's hat was always on one side, and he wore his hair parted in the middle.

Mr. Morton left Woodstock for the West at one o'clock. Charley remained in the store till about half-past four. At that time he went over to the head salesman and said:

"See here, Brown, I'm going to take a run up to London."

"When? now?" exclaimed Brown.

"Why, yes, certainly. I don't usually tell you three weeks in advance, do I?"

"What are you going there for?" inquired Brown.

"Oh, just to see the boys, you know. It's shockingly dull around here. I'm bored to death. After living two years in London, country life is disgusting in the extreme. I must have a spree with the boys, or I can't live. I'm off by the five o'clock train; and I want you to have an eye on the other clerks."

"But didn't your father tell you to remain here?" said Mr. Brown.

"That is my business—not yours, Brown. I'm going. I'll be back some time to-morrow, and the governor need never know I left the confounded old store at all. By-the-by, I'm short of funds. I wonder if there's anything in the till."

Charley Morton walked back to the desk and took three five-dollar bills from the cash-till.

"I've taken fifteen," he said to the book-keeper.

"Just chalk it down, will you?" And without waiting for a reply, he walked off.

After standing for about five minutes, making hideous faces at an inoffensive looking-glass, young Mr. Morton left the store, and proceeded to the railway depot. He bought a ticket for London, and the agent asked him if he wouldn't take an accident ticket.

"The deuce, no!" he answered. "Do you suppose I'd go on this train if I thought the blessed thing would bust up or run over an embankment?"

"Well, it's often best to be prepared for that sort of thing. Twenty-five cents will insure you in five thousand dollars. Quite a snug little sum to leave to your mourning relations."

"A deuced sight less than that amount would reconcile them to the bereavement," said Morton. "But I don't intend to die this trip," he added, "so you may keep your ticket."

"Wal, now, I reckon I'll take one of 'em, anyhow," said a long, thin, yellow-faced Yankee, who was just behind young Morton. "I hear they've a-be'n changin' time along this here road, and smash ups is to be calculated on about now. Gimme a ticket fur Detroit, mister, and one o' them insurance thingemobbs, too."

Charley Morton went from the waiting-room, and got aboard the train. The long, thin Yankee bought his two tickets, stuck them in his hat, got in the same car with Morton, and sat a little way in front of him. The train started on time, but by some means unknown to the passengers, reached Ingersoll twenty minutes late.

"'onfound the old cattle train!" muttered Charley. "I'll be starved to death before I get to London. I'm almost hungry enough now to eat bread and meat, and thirsty enough to drink water."

To add to the young man's vexation, the train remained nearly an hour at Ingersoll. Just as the train was moving out of the station yard an old gentleman stepped aboard the same car in which Charley and the Yankee were seated. He had just taken leave of another gentleman, who stood on the platform.

"Well, you'll attend to that little affair, Macdonald," said the old gentleman as the train started. "It's lucky I met you here to-day. It will save me considerable trouble. I thought you were out of town."

He then went inside the car, and sat down beside the long, thin Yankee who had purchased the insurance ticket. The shades of evening were gathering in, and lamps were lit in the cars. But, as usual, the light afforded thereby was scarcely sufficient to enable the passengers to see each other's faces. The train quickly gathered speed, and in a few minutes was thundering along at the rate of fifty miles an hour. Suddenly the engine gave a shrill whistle; a rattling noise was heard; shrieks of terror came from the forward car, and were taken up by those in the rear; men sprang to their feet, and women clung to their husbands; and then came a terrific crash. The cars were smashed up like so many band-boxes, and in less than a single minute, confused heaps of splintered wood, broken glass, twisted iron, and struggling men, women and children, extended several hundred feet along the line. In turning a sharp bend the express had collided with a freight train.

Charley Morton found himself lying under a stove, with his right leg jammed between the shattered remains of two seats. He groaned with

pain; but his groans were nothing in comparison with those of the unfortunate around him. Several people were killed, while nearly every one was seriously injured.

"Curse my luck!" muttered Charley. "I'm in a nice fix now. Why the deuce didn't I buy that insurance ticket? It would have brought me in twenty dollars a week till the doctors patch me up again. My leg is broken I'm sure. If I have to lose it I don't want to live."

He shuddered at the thought, as any young man similarly placed would naturally do.

"Ah!" he exclaimed, suddenly, "a thought strikes me. That yellow faced Yank bought a ticket. I wonder if he's killed outright."

Charley managed to sit up, but the movement caused him to groan in agony. He looked up and down the track, and saw some men carrying lanterns, moving about among the frightful wreck. People were calling to each other—some wildly, some feebly; women were shrieking, children crying, men shouting, and all was in confusion.

"I wonder if I could reach that Yank?" thought Charley.

He exerted all his strength, and freed his leg. It was then a comparatively easy matter to move from his exceedingly painful position.

"The old Yank sat a few seats ahead of me," he said to himself. "I'll try and get at him."

He felt his way forward, groaning as he moved, and soon came to the body of a man. Near his head lay a crushed "stove-pipe" hat, which Charley picked up. He felt around the band, but could find no ticket.

"I'll swear this is the Yank's hat; and he certainly stuck the ticket in it. But it isn't here now. There was another man with the Yankee, but I couldn't see his face. Perhaps this is him. Or perhaps the Yank put the ticket in his pocket after getting aboard the cursed train."

He felt about the clothing of the motionless body, and soon found the pockets. In one of them were some papers and two small pieces of paste-board. Charley held the latter up toward an approaching lantern, and saw that one was a ticket for Detroit, and the other an insurance ticket.

"It's all right," he muttered. "I thought I couldn't be mistaken. This is good for twenty dollars a week—for goodness knows how long."

He would have replaced the papers and the railway ticket in the dead man's pocket, but the man with the lantern was then so close to him that he might have observed his movements, so he put them into his own pocket instead.

Two or three hours later Charley Morton and the rest of the wounded passengers were lying on stretchers ranged along the centre of a freight car, which was moving slowly on towards London. There were lights in the car, and Charley could see the pale and, in some cases, disfigured faces of his unfortunate fellow travellers. There were dead as well as wounded people in the car, and one of the former was next to Charley Morton—the body of an elderly man, with iron-gray hair, and dressed in black clothing. The face was horribly gashed, and the man's most intimate acquaintances might have been pardoned for not recognizing his features. And yet there was something about the unfortunate man which caused Charley Morton to gaze at the cold and mangled face in horror—something which seemed to influence such a fascination over him that his eyes were riveted on the sickening sight for fully five minutes.

"This is too horrible!" gasped the young man at last. "I can't believe it. I won't believe it."

"Can't believe *what*, consarn you? It's true enough. Good land a mighty, I'm glad I bought that ar ticket; but, darn me, if I wouldn't sooner hev a hull skin onto me this blessed minute than twenty dollars a week."

On hearing these words, and the voice in which they were spoken, Charley Morton started violently, and a sickening sensation crept over his entire frame.

"The Yank's alive," he said to himself, as the cold perspiration broke out on his forehead. "I've taken the ticket from the wrong man! My head's all in a mist. There's some infernal mistake about it. Ah! the papers!" he suddenly exclaimed. "Perhaps they will help to explain."

He took the papers from his pocket, and held them to the light. They were letters enclosed in envelopes. One glance at them was sufficient. The first envelope Charley looked at was addressed to

*"Philip Morton, Esq.,
Dry Goods Merchant,
Woodstock, Ont."*

"My father!" gasped the wretched young man. "My own father!"

He started up into a sitting position, and tried to get off the stretcher. But next moment he fell back senseless.

When Charley Morton returned to consciousness he was lying on a bed, in a room which was entirely strange to him. He tried to move, but found himself so weak that the slightest exertion caused him intense pain. At the same time he made the startling discovery that one of his legs was gone!

It would be utterly useless to attempt to describe the unfortunate young man's feelings on becoming aware of the dreadful truth. How bitterly he repented his disobedience to his father's parting instructions is beyond the power of pen and ink to express. And then came the thought of the letters he had taken from the dead man's pocket, and of the cold, mutilated face and iron-gray hair of the motionless form on the stretcher in the freight car.

"Oh, my poor old father!" cried the young man; "my punishment is greater than I can bear."

"Why, Charley!" exclaimed a voice at his bedside. "Thank goodness you're alive again. We were afraid you wouldn't pull through."

"Is that you, Tom?"

"Yes, it's me safe enough. But don't be talking, old fellow. You'll hurt yourself."

"But where am I, Tom? I don't understand."

"Oh, you're here in London. This is a room in the Tecumseh. There goes that confounded old Pacific express—fifty minutes late, as usual. You've been here nearly a week. Woodruff had to cut off your leg, you know. It's too deuced bad, but it couldn't be helped."

Charley groaned, and rocked himself from side to side in the bed, like an angry child.

"They found an insurance ticket on you," went on Tom Fenwick, "but some how or other it isn't going to do you any good. Seems to be some irregularity about it. They found two railway tickets on you—one for Detroit and one for London. They don't exactly understand it; but of course you'll be able to explain all right."

"Explain!" said Charley. "Never, Tom—not even to you. I've done something that— Why,

what am I talking about? My mind's wandering. I was going to ask you a question, Tom. What have they done with my poor father?

"Buried him decently—dear old fellow. He had the longest funeral Woodstock ever saw. I was at it, of course. In fact, I ran the thing."

We should here remark that Charley Morton had neither mother, brother nor sister, and now he was fatherless.

"Yes," he said, "I knew he was killed. I recognised his face, although it was frightfully hacked up. But I don't understand it. He left Woodstock a train ahead of me, you know."

"Yes; but he stopped over at Ingersoll. Happened to meet Macdonald at the station. Too confounded bad, wasn't it? And, I say, isn't it a deuced pity he didn't insure?"

"But he did!" cried Charley, wildly. "He did insure. He bought a ticket."

"Why, how do you know?" asked Fenwick.

"Because I—I do know. He always buys insurance tickets. I'm positive he did *this* time, anyhow."

"He didn't, though. If he did, it would be a clean five thousand in your pocket, old fellow. But there was none found on him—nor a railway ticket either. If he bought any, some one must have stolen it from him."

At these words Charley's pale face grew crimson, and there was a look of guilt in his eyes, which Tom Fenwick instantly detected. For a few seconds the two young men looked steadily into each other's eyes. Then Charley Morton's lids dropped. Tom Fenwick read the unfortunate young man's secret as plainly as though it were written in letters of blood upon his forehead.

"Ah, Charley!" he said, sadly, "this is a bad piece of business. The two railway tickets are explained now. You must have robbed your dead father, thinking to cheat the company out of twenty dollars a week. But instead of gaining your object you have lost the five thousand dollars that would otherwise have come to you by right. It's a deuced bad job, Charley, and I'm sorry for you."

The little story is told.

We need only add that Charley Morton slowly recovered strength, and, after his father's business was wound up, was taken into the office of an uncle in Toronto, who was also Tom Fenwick's uncle. The loss of his right leg, though it inconvenienced him considerably, did not affect his hand writing or interfere with his knowledge of book-keeping. Tom Fenwick always kept his cousin's secret respecting the insurance ticket, believing that the loss of five thousand dollars was sufficient punishment, without spending five or ten years in the Provincial Penitentiary.

After all, Charley Morton's little trip to London did him a real good, for, from the moment of his return to consciousness after the frightful accident, he began to reform, and we have strong hopes that he will yet make a good and useful man, if not a very ornamental one.

The Mount Denis Tunnel is seven and a half miles long. It pierces the Col de Frejus, connecting Savoy and Piedmont. The work of excavation was begun by King Victor Emanuel, 31st August, 1857. The first experimental trip was made on the 13th of September, 1871.

The Mason's Widow.

During the late Mexican war, a lad of sixteen, a daring young Virginian, leaped a fence and climbed a parapet some hundred yards in advance of his company, and was taken prisoner, but not until he had killed three Mexicans, and mortally wounded a Colonel. His mother, a poor widow, heard his fate, and as he was her only son, her heart yearned for his release. She wept at the thought, but while the tears were streaming down her cheeks, suddenly she recollected she was a Mason's widow. Hope lighted up in her bosom at the thought—she dried her tears, and exclaimed, "I will go and test the talismanic power of the Order my husband loved and revered so much." She sold the few articles of furniture she possessed, and with the money reached the city of Washington on foot. In her dusty attire she entered the department of the Secretary of War, and, with some difficulty, obtained an interview. As she entered the apartment in which he was seated, and he saw her dusty attire—"Well ma'am," was the salutation he gave her; but when she removed the veil, and he saw the visage of the lady, he half-way raised himself in his chair, and pointed her to a seat. She told him of her son's capture, and her wish to go to him. "I can't help you, ma'am," he replied: a very expensive journey to the city of Mexico. Your son will be released by and by on exchange of prisoners."

Sir, you will be so kind as to recommend me to the care of the officer in command of the regiment which is to sail in a few days from Baltimore?"

Impossible, ma'am, impossible," he replied.

"Sir," said the widow, "I have one more question to ask, before I leave your office, and I pray you to answer it are you a Mason?"

"Yes, ma'am, I am."

"Then, sir, permit me to say that I am a Mason's widow, and my son in prison is a Mason's son—with this declaration I leave your office."

The moment the Secretary's manner was changed to that of the most courteous interest—he entreated her to be seated until he could write a line to the Secretary of State. In a few minutes he presented her with a note to the Secretary of State, recommending her to his sympathy and friendship. The Secretary of State received her most kindly, and gave her a letter to the commandant at New Orleans, directing him to procure her a free passage to Vera Cruz, by the first steamer. Through the agency of the two Secretaries, the Lodges placed in her hands three hundred dollars, with a talismanic card from the Grand Master at Washington, and the widow left the city.

When she reached Pittsburg, the stage agent seeing the letter she bore from the Grand Master, would receive nothing for her passage—the Captain of the steamer on which she embarked for New Orleans, no sooner decyphered it than he gave her the best state room he had, and when she reached the Crescent City she had two hundred and ninety dollars left of her three hundred. She there waited on the General in command of the station, with the letter of the Secretary of State, who immediately instructed the Colonel in command of the forwarding troops to see that she had a free passage to Vera Cruz by the first steamer. By all the officers she was treated with the greatest politeness and delicacy, for they were all Masons, and felt bound to her by ties as strong and delicate as those which bind a brother to a sister,

and rejoiced in the opportunity afforded them of avincing the benign and noble principles of the Craft.

After a passage of five days, she reached Vera Cruz, and having a letter from the commandant at New Orleans to the American Governor, she sent it to him, enclosing the talismanic card she received from the Grand Master at Washington. The Governor immediately waited on her at the hotel, and offered her a transport to the city of Mexico, by a train that would start the next morning. The Colonel commanding the train kindly took her in charge and afforded her every facility and comfort on her journey, provided her with a carriage, when the country was level, and with mules and palanquins over the mountains. Within ninety miles of the city, they were overtaken by a detachment of dragoons escorting a government official to the General in command. Anxious to get on faster, she asked permission of the Colonel to join the detachment; and though informed of the danger and fatigue of hard rides day and night on horseback, she was willing to brave all, that she might sooner see her son. The Colonel then provided her with a fleet and gentle gaited Mexican pony, and she assumed her place with the troops, escorted by the officers, and never flagged until the towers of Mexico were in sight.

She reached the city on the second day's battle, and in the heat of the battle attempted to enter the gates. An officer instantly seized her bridle, and told her she must wait until the city was taken. "Oh! sir," she exclaimed, "I cannot wait one hour in sight of the city that holds my son a prisoner—I must see him."

"The city must first be taken, madam," he again replied, with much emphasis.

"I cannot wait, sir," she replied; "my son, my only son, may be ill—dying—in chains—in a dungeon—one hour's delay may remove him from me. Oh! I must go to him—I will enter the city."

"Madam," said the officer, "you cannot reach it out by crossing the battle-field—you will surely be killed."

"Sir," said the lady, "I have not travelled from Virginia to the gates of the city, to fear to enter them; thanks for your kindness—a thousand heartfelt thanks for you and the officers who have been so kind to me. I shall always remember these officers with the most grateful feelings of my heart—but do not detain me longer. Yonder is a gate that leads to the city. I will enter it in search of my dear boy."

And on she sped, but ere she reached the gate, another officer rode up by her side, and admonished her of her danger and imprudence.

"Sir," she replied, "this is no time to talk of prudence and fear. My son, my only son is a prisoner in chains. I am told that Santa Anna is in the midst of yon glittering group. I will seek him, and place in his hand this talismanic card I bear—he is a Mason, and will heed me."

"War destroys all brotherhood," said the officer, who was not a Mason.

She made no reply, but struck her pony and darted across the field of death. At that moment the masked battery that mowed down one-half the Palmetto regiment, opened—yet right across the glory field she was seen galloping on her white pony, avoiding the retreating platoons by a semicircle around their flank—the next moment she was seen coursing over the ground in the rear, the battery in full play. Hundreds seeing her, stop-

ped, forgetful of the storm of iron balls that howled around them, to follow with their eyes what seemed to be an apparition. All expected to see her fall every moment, but on she went with a fearless air.

"The woman's love for her son has made her wild," said the officer who attempted to arrest her flight. "She will surely be killed," said another soldier. "The God of battle will protect her," exclaimed a Tennessean; "she will reach Santa Anna as sound as a rock." The soldier was right—she went over the field of death and reached Santa Anna unhurt. He received her politely, and when she told him her errand and presented her talismanic card, "Madam," said he, "I am a Mason, and know the obligations of the Order in peace and in war. When your son was taken prisoner, he mortally wounded my maternal nephew, who is now dead; but he shall be restored; for I will not refuse your request in the face of the letter you bear." He immediately gave her an escort to the city, with an order to restore her son to her arms. The order was promptly obeyed, and that very day as she promised, she embraced her long lost boy.

So much for a mother's love, and so much for the protecting arm and noble sympathetic heart which Masonry ever extends to lovely helpless woman. Oh! if widowhood be the doom of woman, who would not be a Mason's widow? Who would not be a Mason's wife, mother, daughter or sister, in the hour of peril and need?

End of a Feud.

In a certain quarter of Kentucky, noted for family feuds, there lived, some years ago, a young man named Martin Hazen. The Hazens had been through many years at enmity with a family named Morgan, by a member of which Martin's own father had been killed in a desperate encounter, while he was yet a child. Martin was now the only male member of the family left, and he had grown up to manhood on the old homestead, under the careful guardianship and teaching of his widowed mother.

She had not taught him the lesson of hatred. She had told him of his impetuous father's death—that she hoped to see no more tragedies—and admonished him, although he might never like the Morgans, to cherish no thought of revenge.

The Morgans were four in number—Henry, a desperate and revengful man, by whose hands old Mr. Hazen had fallen; his two sons, James and Ephraim, much like him, and his daughter Esther, who was not like him, but who, with a lovely face, possessed the sweet and gentle nature of her mother, whom sorrow had years before hurried to the grave.

The two families lived in the same community, Martin and Esther frequently met—in the village, at church, and at social parties, and notwithstanding the feud that had cast a shadow on both homes, they loved each other; and to the unbounded rage of Henry Morgan and his sons, who hated Martin for his father's sake, they deliberately went and got married.

Esther and Martin well knew that she must not care to visit her old home again after that; so she went with him to the house of the Hazens, and they did not see any of the Morgans for months.

But Martin was warned that he was in danger, and he knew the Morgans too well to doubt it.

While he desired to live at peace with them he determined not to fall as his father had fallen if he could help it. Like most people in that section, and at that time, he went armed when away from home; and besides being one of that class of persons scarcely susceptible of fear, he was one of the best shots with a rifle or a pistol in that community.

One evening in autumn, just at dusk, a few months after the marriage, he was riding home from the village on a spirited horse, when the Morgans suddenly came into his mind. He thought over the strange history of the two families, and began talking to himself as he rode leisurely along:

"How unfortunate—how foolish it is," he mused, "that this enmity should exist through whole generations, merely because remote ancestors quarreled over a line of fence, or the ownership of a truant pig! They hate me; I do not fear them, yet I'd like to be reconciled. I think I shall see them and talk it over. I believe I could reason them into fairness. How to approach them, though—"

He was then riding by a little grove of timber, from which three men sprang into the road. One grasped the bridle-rein, while two stood with rifles leveled upon him. It was not yet so dark but that he recognized his assailants. They were the Morgans. It was Ephriam who held his bridle-rein, while his father and James menaced him with their rifles.

"Oh, Hazen!" said the old man, with an air of triumph, "we've got you! You won't see the sun rise to-morrow, you independent young dog! You'll be with your father before that. What's more, you'll steal no more daughters of mine. Stop that. Don't offer to reach for that shooter!" he said, as Martin's hand moved towards his breast pocket. "At best you've but a minute to live while I tell you why I am going to shoot you, and how glad I am to wipe out the last Hazen; but none of your tricks, or you won't live a second!"

Martin Hazen, sitting in the saddle with the calmness of the tall trees by the road-side that looked in the gathering darkness like grim spectres frowning upon the terrible scene, felt that it was no time now to reason with his enemies, and he dismissed the thought. He waited, motionless, for Henry Morgan to speak again, for he knew that the revengful man would love to gloat over him before destroying him, and that his sons would wait his command. Henry Morgan, with the rifle still leveled, went on:

"Yes, young Hazen, the last of your race—"

Quick as a flash, Martin snatched his revolver from his pocket, and dropping his face upon his horse's mane to confuse the aim of Henry and James Morgan, he fired at Ephriam, who fell to the earth; and the horse, startled by the crack of the revolver at his ear, dashed away at full speed.

Almost simultaneously, Henry Morgan fired at Martin's head, missing him; and a moment later, James, much confused by the sudden turn of affairs, fired almost at random, and the bullet pierced Martin's left thigh. He had not gone far before he discovered that the shot had broken the bone, and he began to suffer such excruciating pain that only the danger which he knew was still behind him and his realization of how important it was to reach home prevented him from reeling from the saddle in a swoon.

He succeeded in reaching home, to be met at

the gate by his mother, who told him that in his absence Esther had been forcibly carried away by her father and brothers. Martin fell rather than dismounted from his horse, dragged him into the lawn, and with the words: "The Morgans have shot me," fell fainting upon the grass.

Mrs. Hazen hurried to a neighbor's house for assistance. A surgeon was summoned. Martin was carried in and laid upon a bed. He revived and his wound was properly attended to, with appliances of splints and bandages; and the good doctor finally left him that night in great pain with the consoling remark that he would keep him led for a good three months, at least.

For many days several armed friends of Martin Hazen remained constantly at the house, to defend him from a possible attack of the Morgans.

Martin began to recover from his wound, but his anxiety for Esther tormented him day and night. He feared they might murder her; but his friends assured him that they would not dare to do that, that she was probably merely kept at her old home under strict surveillance, and that in due time she would be rescued by some process or other.

It was ascertained, meantime, that Ephriam Morgan was not killed by the bullet from Martin's revolver on the night of the attempted assassination; that the missile had only ploughed its way through the scalp of his cranium, producing a shock that had merely stunned him for half an hour. Finally when Martin was able to get out of bed and sit in a chair for a few minutes at a time, the Morgans not having made an appearance, the friendly neighbors left, and Martin was alone with Mrs. Hazen.

It was the very next night after the vigil ceased that the door suddenly flew open and Esther burst into the room occupied by Martin. It was a room on the ground floor, properly a sitting-room, but the bed had been placed in it temporarily for the wounded young man.

"Esther," Martin exclaimed joyfully. She ran to his bed-side, kissed him, then said excitedly:

"Oh, Martin, they are preparing to come to-night to kill you! I overheard their plans, and escaped by jumping from the window of a room they had locked me in. They don't know it."

"Let us hasten for aid," said Mrs. Hazen, who came in from an adjoining room at that moment.

"It is too late. They may be here in a few minutes. We must carry Martin out of the house. Oh, Heavens!" she exclaimed, trembling from head to foot; "I hear their horses' hoofs now—they are not a hundred yards away."

"Be calm," said Martin. "I will tell you what to do, and do it quickly. Mother, you and Esther help me, and I will get out and lie under the bed. Then arrange the pillow under the covers so that I may think I am lying in the bed, then both of you go into the next room. They will probably run in and fire, and I will crawl out with my revolver. Here it is. Then they with their empty rifles, will be at my mercy. Now leave the candle burning on the mantel. When I rap three times on the wall come in."

These instructions were obeyed, and as the two women withdrew, Esther said:

"You won't kill them if you can help it?"

"No, I promise you that. Quick, now, I hear them!"

The women withdrew, and had just closed the door behind them, when the front door flew open and the Morgans rushed in.

"Ha! ha!" exclaimed the old man, "Give him no chance this time."

Instantly the report of three rifles rang out, and the bullets perforated the bed-clothes and the pillows, and the Morgans rushed to the bedside to see if their victim was dead, while bits of plastering, loosened by the concussion, rained down from the ceiling.

Martin, although it caused him considerable pain, noiselessly dragged himself out at the foot of the bed, which stood in the corner of the room, and placed himself in a low chair near the door, and just as he had attained his favorable situation, the Morgans discovered the trick that had been played upon them, and found themselves confronted with a large revolver in the hands of a very cool and brave man.

"Henry Morgan," said Martin, "you and your sons are at my mercy. Don't move. You know how I handle this revolver. Move but a hair's breadth, any of you, and I fire to kill.

They stood transfixed. They were not cowards, but they did not possess the cool moral courage of Martin, and the surprise to which they had been treated completely unmanned them. To complete their confusion, Martin gave the signal, and Mrs. Hazen and Esther came in.

"Why, girl," exclaimed Henry Morgan, "how in the—"

"Not a word," interrupted Martin, sternly. "I will do the talking now. There are chairs near you; sit down. Do you hear?" and he pointed the revolver at each one in return, with such rapidity that he seemed to cover all at once.

"Mr. Morgan," Martin proceeded, "I have all your lives in my hand. Our families have been at enmity for generations—God knows for what. You certainly have no reason to hate me. I have never harmed you. I have only offended you by marrying Esther. This should rather have made us good friends. You killed my father, and have twice tried to murder me. Now I have you in my power, but I am not going to kill you. I am willing to forget and forgive the past. Although you are a revengeful man, Henry Morgan, I believe you have a generous nature. Now attend: If after this you try to harm me I will not spare you; but if you will be reconciled, take my hand and say so; I will trust you, for I know that you and your sons are men that will not lie. Will you do it, or will you depart with the same old hatred in your heart?"

Henry Morgan had been sitting with downcast eyes, his empty rifle poised upon one knee. He had trembled at it, apparently with suppressed rage, but now his better nature seemed to possess him, and after a moment of thoughtful silence he arose, left his rifle standing against the wall, walked across the room, took Martin by the hand and said:

"Hazen, you make me ashamed of myself. There's my hand. Let's forget and forgive all around. Now you are my friend and son-in-law."

The young Morgans, catching the same true spirit, shook hands with Martin, and between the brave youth and these rough men there was a reconciliation that was earnest and abiding. They had tried to murder him; now they would have killed a dozen men to defend him. Martin tossed his revolver on the bed, for he knew he could safely do so. Rough men as the Morgans had been all their lives, there was truth in them—Martin knew it. And the feud between the Morgans and the Hazens was at end forever and ever.

Miscellaneous.

THEY CARRIED IT TOO FAR.—Mr. Butterwick called in to see us the other day, and in the course of the conversation he said:—

"I'm going to move. I can't stand those Thompsons next door to me any longer. They're the awfulest people to borrow things that I ever saw. Coffee and butter, and sugar and flour I don't mind so much, although when a woman borrows high-priced sugar and Java coffee and sends back sand and chickory, a man naturally feels bilious and mad. But they've borrowed pretty near everything in the house. First it's one thing, then it's another, from morning till night, right straight along.

"Now, there's the poker. A poker is a piece of machinery that you would think anybody might go around and buy, or, if they couldn't afford it, they might use a fence paling to shake up the fire. But Mrs. Thompson seems to hanker after our poker. She borrows it fifteen or twenty times a day, and last Saturday she sent for it thirty-four times. She pays a boy \$2 a week to run over and borrow that poker, and she's used it so much that it all bent up like a corkscrew.

"Now, take chairs for instance. She asks us to lend her our chairs three times a day at every meal, and she borrows the rocking chair whenever she wants to put the baby to sleep.

"A couple of times she sent over for a sofa, and when the boy came back with it he said Mrs. Thompson was mad as thunder, and kept growling round the house all day because there were no castors on it. Last Monday she borrowed our wash boiler, and we had to put off our washing till Tuesday. She did her preserving in it, and the consequence was all our clothes were full of preserved peaches. I've got on an undershirt now that I'm mighty doubtful if I'll ever get off, it's stuck to me so tight.

"Every now and then she has company, and then she borrows our hired girl and all the parlor furniture; once, because I would not carry the piano over for her, and take down the chandelier, she told the girl that there were rumors about town that I was a reformed pirate.

"Perfectly scandalous! They think nothing of sending over after a couple of bedsteads or the entry carpet, and the other day Thompson says to me:—

"'Butterwick, does your pump log pull up easy?'"

"And when I said I thought it did, he said:—

"'Well, I would like to borrow it for a few days till I can get one, for mine's all rotted away.'"

"The only wonder to me is that he didn't try to borrow the well along with it.

"And then on Tuesday Mrs. Thompson sent that boy over to know if Mrs. Butterwick wouldn't lend her our front door. She said their's was away being painted, and she was afraid the baby would catch cold. When I asked him what he supposed we were going to do to keep comfortable without any front door, he said Mrs. Thompson said she reckoned we might tack up a bedquilt or something. And when I refused, the boy said Mrs. Thompson told him if I wouldn't send over the front door, to ask Mrs. Butterwick to lend her a pair of striped stockings and a horse-hair bustle, and to borrow the coal scuttle till Monday.

"What in the name of Moses she is going to do with a bustle and a coal scuttle I can't conceive.

"But they're the most extraordinary people! Last Fourth of July the boy came over and told Mrs. Butterwick that Mrs. Thompson would be much obliged if she'd lend her the twins for a few minutes. Said Mrs. Thompson wanted 'em to suck off a new bottle top, because it made her baby sick to taste fresh India-rubber! Cheeky, wasn't it? But that's her way. She don't mind it any more.

"Why, I've known her to take off our Johnny's pants when he's been playing over there with the children, and send him home bare-legged to tell his mother that she borrowed them or a pattern. And on Thompson's birthday she said her house was so small for a party that if we'd lend her our's we might come late in the evening and dance with the company, if we wouldn't let on that we lived there.

"Yes, sir; I'm going to move. I'd rather live next door to a lunatic asylum and have the maniacs pouring red hot shot over the fence every hour of the day. Indeed I would."

AN INGENIOUS PLEA.—A soldier, by the name of Richard Lee, was taken before the magistrates of Glasgow, Scotland, for playing cards during divine service. The account of it is thus given—

Sergeant commanded the soldiers at the church, and when the parson had read the prayers he took the text. Those who had a Bible took it out, but this soldier had neither Bible nor Common Prayer Book, but pulling out a pack of cards, he spread them out before him. He looked first at one card and then at another. The sergeant saw him and said:

"Richard, put up the cards; this is no place for them."

"Never mind that," said Richard.

When the service was over the constable took Richard a prisoner and brought him before the mayor.

"Well, what have you brought the soldier here for?"

"For playing cards in church."

"Well, soldier, what have you to say for yourself?"

"Much, sir, I hope."

"Very good; if not, I will punish you more than ever man was punished."

"I have been," said the soldier, "about six weeks on the march. I have no Bible or common prayer book; I have nothing but a pack of cards, and I hope to satisfy your worship of the purity of my intentions."

Then spreading the cards before the mayor, he began with the ace.

"When I see the ace it reminds me that there is but one God.

"When I see the deuce it reminds me of Father and Son.

"When I see the three it reminds me of Father, Son, and Holy Ghost.

"When I see the four it reminds me of the four evangelists that preached—Matthew, Mark, Luke, and John.

"When I see the five it reminds me of the five wise virgins that trimmed the lamps. These were ten, but five were wise and five were foolish, and were shut out.

"When I see the six it reminds me that in six days the Lord made heaven and earth.

"When I see seven it reminds me that on the

seventh day God rested from the great work. He had made and hallowed it.

"When I see the eight it reminds me of the eight righteous persons that were saved when God destroyed the world—viz., Noah and his wife, his three sons and their wives.

"When I see the nine it reminds me of the ten lepers that were cleansed by our Saviour. These were nine out of the ten who never returned thanks.

"When I see the ten it reminds me of the Ten Commandments which God handed down to Moses on the tables of stone.

"When I see the king it reminds me of the great King of Heaven, which is God Almighty.

"When I see the queen it reminds me of the Queen of Sheba, who visited Solomon, for she was as wise a woman as he was a man. She brought him her fifty boys and fifty girls, all dressed in boys' apparel, for King Solomon to tell which were boys and which were girls. King Solomon sent for water for them to wash; the girls washed to the elbows and the boys to the wrists, so he told by that."

"Well," said the mayor, "you have given a description of all the cards in the pack except one."

"What is that?"

"The knave," said the mayor.

"I will give your honor a description of that, too, if you will not be angry."

"I will not," said the mayor, "if you do not term me to be the knave."

"Well," said the soldier, "the greatest knave I know of is the constable who brought me here."

"I don't know," said the mayor, "if he is the greatest knave, but I know he is the greatest fool."

"When I count how many spots in a pack of cards I find 365—as many as there are days in the year."

"When I count the number of cards in a pack I find there are fifty-two—the number of weeks in a year; and I find four suits—the number of weeks in a month.

"I find there are twelve picture cards in a pack, representing the number of months in a year; and, on counting the number of tricks, I find thirteen, the number of weeks in a quarter.

"So you see, sir, a pack of cards serves for a Bible, almanac, and common prayer book."

THUNDER! WHAT A CAT!—A few evenings ago Alvy Moody was paying a visit to his dulcinea. She had smuggled him into the parlor, and the darkness only served to conceal her blushes while Alvy told his story of love.

The muttered words reached the parent's ear, and coming suddenly into the room, he demanded to know of Mary who it was she had with her.

"It's the cat, sir," was the mumbling reply.

"Drive it out of here!" thundered paterfamilias.

"Scat!" screeched Mary; and then, sotto voce,

"Alvy, meow a little."

Alvy set up a woful yell.

"Confound it! bring a light and scare the thing out."

This was too much, and poor Alvy made a leap for the window, carrying glass and frame with him.

"Thunder! what a cat!" exclaimed the parent, contemplating the ruin after the light was brought.

"I have never seen anything like it. And, confound it! its tail is made of broadcloth!" as he viewed a fluttering remnant hanging from the window.

MOVING IF NOT TOUCHING TALE.—A large crowd gathered, recently, in Fourth Street, Sacramento, Cal., in front of the Court House, attracted the moving through the streets of one of the buildings from John Taylor's lot. The building was about fifty feet long, and had been mounted on four wooden truck wheels with a pair of wagon wheels in front, to which a team of six stout mules was hitched. After many tugs the old house started, the driver yelling and the mud flying all over the sidewalk. After an hour's time they dragged the building about 150 feet. Within a few feet of the crossing from the Recorder's office to Evan's store, they stuck fast, owing to a slight dip in the street made by the crossing. The driver cursed himself hoarse, the six big mules floundered in the mud, but not an inch could they budge the old building. The crowd increased, and bets were made that they would never start it again.

The teamster from the redwoods, with four mustangs, had stopped to watch the performance, a broad-faced, athletic young fellow. He said nothing until, roused, perhaps, by a splash of mud, he walked to the front wiping his face on his sleeve and said:

"I ain't got but \$3, but I'll bet every d—n cent of that my four mustangs will start that rookery lot of there."

There was a derisive laugh from the crowd, and a dozen takers.

"Put up the money," said the teamster. "If I had more or knew where to borrow any, I'd see last one of you."

The bet was taken, Jerry Farmer held the stakes, six mules were taken off, and the four mustangs lashed on. Meanwhile the interest of the crowd increased, and bets were freely made with big odds against the teamster.

When ready to start, the excitement was at a high pitch. The little mustangs bent to their work, but the house did not move. He started again; no go. Nothing daunted, the teamster, in answer to the crowd, who were chaffing him in all quarters, said: "If Jim Shaw was here to get the money and bet fifty dollars that I could start it. I ain't got 'em warned up yet."

"I'll bet you fifty dollars against one of your horses," said a well-known livery man, "that you can't pull it five feet."

"It's a whack," said the teamster; "put up the money." The money was handed to Jerry Farmer, stakeholder.

Another tug. The little mustangs seemed to help themselves, but it was no go. "I'll bet you fifty agin that mare's mate you can't do it," said the livery man, eagerly. "Done," said the teamster; "I'll bet the last hoof of 'em on it, you may swing me to one of them oaks in the yard if they can't do it."

By this time the excitement was running high among the lookers on, and side bets were numerous.

One offered to bet \$100 he could not do it, the teamster got a friend to take the bet for him.

Those who had watched the teamster closely saw a change in his manner, a smile on his countenance. He walked up to each horse successively, tapped him on the rump with the butt of his black snake, and said to each: "Stand there now in your harness."

For the first time he mounted the near wheel, fed a single rein, turned his team off "haw," and sing them back "gee," cracked his whip, gave all, and, as they straightened, the unwieldy load

rose over the obstruction like an old hulk over a swell at sea, greeted by a burst of applause from the bystanders. The mustangs pulled for about twenty-five feet and he stopped them.

"You see, boys," said the teamster, as he got down, "I'm with them all the time and know just what they can do, and"—with a child-like smile—"just when to make them do it." As he dropped the stakes into his overalls pocket, he said: "I'd give \$50 out of that ar stake if Jim Shaw had been here to see that team pull. Jerry, I'm dry; let's go over to Buck Williamson's and take a drink."

A RARE PIECE OF PROPERTY.—Young Toddleby was a true-hearted and promising youth. He had graduated with honor at Yale, and was studying law with Mr. Loffer. It so happened that Toddleby became acquainted with a beautiful young lady, daughter of old Digby. He loved the fair maiden, and when he had reason to believe that his love was returned, he asked Mr. Loffer to recommend him to the father, Loffer being on terms of close intimacy with the family. The lawyer agreed, and performed his mission; but old Digby, who loved money, asked what property the young man had. Loffer said he did not know, but he would inquire. The next time he saw his young student, he asked him if he had any property at all.

"Only health, strength, and a determination to work," replied the youth.

"Well," said the lawyer, who sincerely believed the student was in every way worthy, "let us see: What will you take for your right leg? I will give you twenty thousand dollars for it."

Of course Toddleby refused.

The next time the lawyer saw the young lady's father, he said,—

"I have inquired about this young man's circumstances. He has no money in bank; but he owns a piece of property for which, to my certain knowledge, he has been offered, and has refused, twenty thousand dollars."

This led old Digby to consent to the marriage, which shortly afterward took place. In the end he had reason to be proud of his son-in-law; though he was once heard to remark, touching that rare piece of property upon the strength of which he had consented to the match, "If it could not take wings, it was liable at any time to walk off."

A DEADLY DRINK.—A good story is told, which we do not think has yet found its way into print, of the evils of temperance from a bibulous point of view. Two old soakers, steadying themselves against the bar, were taking their usual beverage.

"Herwayer, Jim; whadger goin' ter take this mornin'?"

"Guess I'll hev er brandy cocktail; wha' yer goin' to tak' yerself?"

"Little old rye in mine."

"Eny news 'smornin'?"

"No, nothin'. 'cept papers sez Vice-Pres'n't Wilson's dead."

"Yes, I heard o' that; an' they say he never took nothin' but water."

"No, yer don't say so (drinks), ah-h-h?"

"Never drank nothin'—here's to you (drinks), ah-h-h. Yes, he never took nothin' but water."

"Well, well, that's what fetches 'em after a while, isn't it, ole feller?"

A ZOOLOGICAL REPORTER.—His name was not Sniffin, but that will do to designate him in this narrative. He professed to wish to learn to be a reporter, and he was sent out to the Zoological Garden to hunt up an item and to prove what his capacity was. The impression prevails that he never really visited the garden; but, at any rate, he came back to the office late in the day and handed in a "local," which he had entitled "An Extraordinary Occurrence!" When it had been read with amazement by one of Sniffin's superior officers, Sniffin was called in and interrogated:

"Mr. Sniffin, did this thing happen precisely as you state it?"

"Why, of course."

"You saw it yourself out at the Zoological Garden, I suppose."

"Oh, yes, certainly," said Sniffin.

"Well, Mr. Sniffin, it certainly is the most extraordinary occurrence with which I am familiar. You say that 'While the keeper was engaged in feeding the bears the Egyptian opossum, which was hovering over the pits, flew at him and beat him with its wings, and tried to pick out his eyes with its horny beak.' Now, Mr. Sniffin, the most ordinary familiarity with natural history would have informed you that an opossum has no wings, that it cannot hover, and that its beak is not horny. Children usually know these things. Mr. Sniffin, if you ever do observe a winged opossum buoying itself in the air, let me advise you to knock it down with a club. I guarantee that the Zoological Society will give you \$1,000,000 for it, and vote you a medal. Your best hope in life is to reach for that serial animal."

"I'll do my best," said Sniffin.

"And then you go on to say in your report:—'When the keeper struck the infuriated bird'—referring to the opossum, of course; this is simply maddening—'When the keeper struck the infuriated bird to the earth it was instantly seized by the crane, which was browsing upon the grass plot close at hand. The opossum fastened its talons in the long mane which hung from the arching neck of the crane, and the latter, balancing itself upon its hind legs, held its victim in its teeth and strove to kill the opossum by striking it with its front hoofs. The combat ended by the crane killing the sacred bird of the Egyptians, and then, as the keeper removed the body, the crane walked away, nibbling the grass and whisking off the flies with its flowing tail.' Mr. Sniffin, did I understand you to say that you saw the whole of this transaction with your own eyes?"

"Well I—that is—I—I—"

"O, no matter! It is immaterial, sir. Testimony from a man who talks about the hind legs of a crane, and who accuses it of having a mane and nibbling grass is not of sufficient importance to warrant the taking of much pains to secure it. Hind legs of a crane! Sniffin! I wish you'd sit down sometime and throw together on a piece of paper your general idea of the appearance of a crane. Make a sketch of it. I want to preserve it as a curiosity. But I'm afraid that your career as a journalist will have to come to an end. You are not promising as a reporter. You mean well, of course, but people are getting particular now about the kind of reading that they find in newspapers, and your style makes them feel mad, and gloomy and murderous. If you stay in the business I don't know but that, some day, when nobody's watching you, you may cram in something

about two legged mules with feathers, or anacondas spinning webs in a garret, or sheep storing honey in their nives, or cows tearing somebody limb from limb and flying to their nests in the mountain crag with their booty. It won't do, Mr. Sniffin, it really won't. The people are too fastidious. So I'll excuse you now if you want to leave. Good morning."

HOW JOHN PRINCE JOHNSON HURT HIS DEAR WIFE'S FEELINGS.—John Prince Johnson had an object in getting drunk. John Prince Johnson's wife is not more than nine-tenths an angel according to his story, and he wanted revenge on her. The other day she said to him:—"Get up and dust, and go out and work and earn some cash and help me pay rent and buy wood and keep something in the cupboard."

That was a nice way for a loving wife to talk to a fat husband with a bald spot on his crown. He wanted to sit around and get his breath for the coming campaign, but she didn't seem to care if he worked himself to death. He looked at her across the stove and replied:—"Florida Jane, I'll make you feel bad for saying them words," and he put on his boots and went out into the cold world. When His Honor asked the prisoner if he had any excuse for being drunk, John Prince looked greatly pleased and replied:—

"None at all. Fine me five dollars and she'll have to pay it out of her own money!"

That was his plan to secure revenge. His Honor also seemed tickled when he heard it, and he made the sentence for six months or fifty dollars fine. When Johnson heard the words, his legs gave out and his teeth chattered. He said he had a lame leg, the asthma, a touch of consumption and a taste of dyspepsia, but nevertheless he would go right out and tear ground and throw bricks around and strike a job if the court would let him off. The court wouldn't do it, and Mrs. Johnson, who was in the audience, went out doors saying: "He may howl, and rave, and perspire and expire, but right up there is where he'll roost till his time is out."

VERY DOURTUL SUNSTROKE.—Wm. Kerrigan, a laborer, while sawing wood on a summer day, fell from the effects of the heat, and was insensible for half an hour. Mr. Kerrigan explained as follows:

"It is thrue, I was lift insensible, but whether it was the sunstroke or what it was remains to be investigated. I was sawin' wood for Mrs. McDennin. Mrs. McDennin several times came and looked at me as I was a sawin' of the wood in her back yard, sayin' to me:

"'William, it is awful hot the day.'

"'Yer right there,' ses I, 'its powerful hot, Mrs. McDennin.'

"Then ses Mrs. McDennin—she standin' in the kitchen in the rear of the house at the time—ses she: 'I finds nothin' like cowlid tay for the hate,' ses she, and she tuck a taypot off the shelf and tuck a schwig.

"Well, she several times came out, and sayin', 'William, the hate is severe,' tuck a schwig from the 'aypot.

"Prisently, finding the hate oppressive, I went in on my own invitation and tuck a schwig from the taypot. Thin I tuck another, and thin I tuck another, and whin I was finally lifted up from beside me sawbuck, I towld thim that was all I knew about the sunstroke."

AN EFFECTIVE SPEECH.—A young gentleman of more than ordinary intelligence, but who, by-the-way, is an exceedingly bashful young fellow, concluded to pay a visit to a public school. He was particularly partial to the intermediate department of the institution, over which an accomplished and bewitching young lady presided. After the usual exercises, the prepossessing preceptress asked her pupils if they would not like to hear a few remarks from Mr.—, and the unanimity with which the little folks answered "Yes!" made it equally as embarrassing for our hero to attempt to decline as to attempt a speech, and he arose and opened with the following exordium:

"I love to note such an advancement as you are making. And I know you love your teacher—do you not? I do! And—that is, I mean I loved my teacher when I was a little boy."

After this declaration laughter prevailed among the students, while the speaker was nervously handling an ink bottle on the desk by which he was standing. After cheering subsided, he again proceeded, still fumbling with the ink-bottle.

"I have often seen boys and girls act the fool, but—"

At this juncture he tipped the ink over, which went streaming down the desk, and he immediately hauled out his snow-white handkerchief, wiped it up, and then placed it back in the pocket from which he took it. In the meantime the scholars were giggling, while the schoolma'am shook her head at them—as much as to say that she would settle with them in the morning for their bad demeanor. He then continued:

"As I was about to remark, when I was young I—I—well—"

He became confused. The perspiration began running down his burning cheeks, and, while he was endeavoring to think of something more to say, he drew forth his handkerchief, with which he had rid the desk of the spilt ink, gave it a wipe across his brow, and then down each cheek. Happening to discover what he had done, and coming to a realizing sense of his situation, he grabbed his hat and went out of the schoolroom like a shot out of a gun, without even bidding the charming young schoolmistress a fond farewell.

LOVE OF THE BEAUTIFUL.—Place a young girl under the care of a kind-hearted, graceful woman, and she, unconsciously to herself, grows into a graceful lady. Place a boy in the establishment of a thorough-going straight-forward business man, and the boy becomes a self-reliant, practical business man. Children are susceptible creatures, and circumstances and scenes and actions always impress. As you influence them not by arbitrary rules, nor by stern example alone, but in a thousand other ways that speak through beautiful forms, pretty pictures, etc., so they will grow. Teach your children, then to love the beautiful. If you are able, give them a corner in the garden for flowers. Allow them to have their favorite trees, teach them to wander in the prettiest woodlets; show them where they can best view the sunset, rouse them in the morning, not by the stern "Time to work," but with the enthusiastic "See the beautiful sun rise!" Buy for them pretty pictures, and encourage them to decorate their rooms in his or her childish way. Give them an inch and they will go a mile. Allow them the privilege and they will make your home pleasant and beautiful.

HER LAST OFFER.—Among the tide of people pouring into the circus was a benevolent-looking woman of forty, carrying an umbrella on her shoulder and a shin-plaster in her fingers. She handed out the quarter and was pushed along, when the ticket agent called:—

"See here, madam, I must have fifty cents."

"It's all right—I'm a good Democrat," she replied, trying to get in.

"Another quarter, madam," he said as he detained her.

"I say I'm a good Republican, and I say two shillings is enough," she exclaimed, beginning to look mad.

"More money or you must stand aside," said the door-keeper in a firm voice.

"Now I won't do it!" she bluntly replied. "I've walked four miles to see the show and I'm going to see it. It seems to me you're mighty high nosed about it, and seems to me that I am just as good as you are, if I don't own no mammoth aggravation of animals."

"Two shillings more, madam," was his song.

"I'll say thirty," she remarked, feeling in her pocket.

"Can't do it, madam."

"Then I'll say thirty-one."

"Can't do it."

"Thirty-two."

"Don't block the way, madam."

"See here, mister showman with a cage of hyenas, that's my last offer. If you want the cash, all right. If you don't, say the word."

"Stand aside, madam, if you please," was the reply, and she stood. She went over to a stand and bought a glass of red lemonade, and then took a scout along the canvas. Just as the show began some boy caught sight of a pair of shoes kicking the air under the edge of the tent, and some people inside were surprised to see a woman's head come up between the benches. A body followed the head, and an umbrella followed the body, and as she got a seat and brace for her back, she smiled benignly and remarked:—

"Thirty-two cents saved to buy pickles for winter, and now let the performance go on."

ANDERSON, THE WIZARD, SOLD BY A YANKEE.—Professor Anderson was looking over the American and foreign newspapers in the office of the New York *Dutchman*, when he saw he was closely scrutinized by a gentleman of tall stature and swarthy appearance, who was evidently from the country. The following conversation took place:

"I say! are you Professor Anderson, eh?"

"Yes, sir."

"Wal, you're a tarnation smart man, I hear; you aint got that are bottle of yourn with ye—have you?"

"No, sir."

"Wal, I'm from down East, having been raised in Maine, and I should like to purchase a duplicate of that are bottle, as I am going out stumping for —. I guess if I had your bottle or its twin brother, I'd soon swamp the Scotties, without talking politics either!"

"I never carry my bottle with me, nor have I a duplicate of it."

"Sorry for that, sir," said the stumper. "However," he continued, "I was once taught a trick when a boy, but I almost forget how the thing was done, now. I'll tell you how it was,

stranger, as near as I can. I used to take a red cent and change it into a ten-dollar gold piece.

"Oh," said the professor, "that is quite simple, a mere trick of sleight of hand."

"Wal, I know it's not very difficult, but as I forgot how, will you show me: at the same time handing a cent to the wizard.

"Oh, yes, sir, if it will oblige you, I will show you in a moment. Hold out your hand," said the wizard. "This is your cent, is it not?"

"Yes, sir."

"Close your hand."

The down Easter closed his hand fast.

"Are you sure you have it?" said the wizard.

"I guess I have, and I'll bet a dollar you can't change it into a ten-dollar gold piece."

"Done!" said the wizard. "Now hold fast!"

"Yes, sir! I reckon I will—but stop! down with your dollar: here is mine!" said the Yankee. The wizard covered his dollar.

"Now, sir, are you ready?" said the wizard.

"I aint nothing else!" said the down Easter.

"Change!" said the wizard. "Now, sir, open your hand." He did so, and to his utter astonishment, he held a *bona fide* ten-dollar gold piece.

"Well, sir," said the wizard, "you see you have lost your dollar!"

"I guess I have," said he, handing over the two dollars.

"Now," said the professor, "I'll bet you another dollar I'll change the ten-dollar piece into your cent again, much quicker."

"No, yer don't!" said the agent from Maine, placing the ten dollars in his pocket and buttoning up tight. "I'm much obliged to you, purfessor, but I reckon I'll leave it as it is! Good morning, old hoss!" said he, walking out of the office; and, turning round as he reached the door, he placed his digitals in close approximation to his proboscis saying, "I guess there aint anything green about this child!" and left the professor in utter amazement at his coolness.

A NEW WAY OF APPLYING MUSTARD PLASTERS.

—A few evenings ago a medical man was called in to attend a patient, and thought it necessary to apply a mustard plaster. After having prepared the plaster he laid it on a chair for a few moments, while he was engaged in compounding some other preparation. A certain gentleman in the house, feeling a little tired, thought he would take a seat, and, not noticing that the chair was already occupied, sat down on the plaster. Having a light pair of trousers on, the mustard began to exercise its wonderful medical powers, making one portion of his unmentionables rather warm; not knowing what was the occasion of it he changed chairs, but the next one was considerably warmer than the first, and he made another move, at the same time remarking:

"I wonder what is the matter with the chairs, they all seem to be hot!"

Walking about for a little while and not experiencing any relief, he again seated himself, and still the plaster stuck to him like a trusty friend. A few minutes elapsed and he said:

"Doctor, don't you think it is rather close this evening? I feel very warm."

The doctor replied, "No, I don't feel uncomfortable."

"Well," he said, "I must go out for a minute and get cooled off."

But there was no cooling for him; the "evening" kept getting warmer, and he couldn't account for it in any way.

The doctor, changing his mind as regarded applying the plaster, and forgetting to put it away, went off without thinking about his having left it on the chair, and it was not until sometime after his departure that the gentleman discovered that he, in taking a seat, had unwittingly applied the plaster to his corduroys.

A NOBLE REVENGE.—The coffin was a plain one—a poor, miserable pine coffin. No flowers on its top; no lining of satin for the pale brow; no smooth ribbons about the coarse shroud. The brown hair was laid decently back, but there was no crumpled cap with its neat tie beneath the chin. The sufferer from cruel poverty smiled in her sleep she had found bread, rest and health.

"I want to see my mother," sobbed a poor little child, as the undertaker screwed down the top.

"You can't; get out of the way; why don't somebody take the brat?"

"Only let me see her one minute," cried the helpless orphan, clutching the side of the box; and, as he gazed into the rough face, agonized tears streamed down the cheek on which a childish bloom-
ever lingered. Oh, it was painful to hear him cry; "Only let me see my mother—only once!"

Quickly and brutally the hard-hearted monster struck the boy away, so that he reeled with the blow. For a moment the boy stopped, panting with grief and rage, his blue eyes distended, his lips sprung apart, a fire glittering through his tears, as he raised his puny arm, and with a most unchildish voice, cried, "When I am a man, I will pay you for this."

There was a coffin and a heap of earth between the mother and the poor forsaken child. A monument, much stronger than granite, was built in his boy-heart to the memory of the heartless deed.

The court house was crowded to suffocation.

"Does any one appeal as this man's counsel?" asked the judge.

There was a silence when he had finished, until, with lip tightly pressed together, a look of strange intelligence blended with haughty reserve upon his handsome features, a young man stepped forward with a firm tread and kindly eyes to plead for the erring and friendless. He was a stranger, but from his first sentence there was silence. The splendor of his genius entranced—convinced. The man who could not find a friend was acquitted.

"May God bless you, sir—I cannot."

"I want no thanks," replied the stranger.

"I—I believe you are unknown to me."

Man! I will refresh your memory. Twenty years ago you struck a broken-hearted boy away from his mother's coffin. I was that boy.

The man turned livid.

"Have you rescued me, then, to take my life?"

"No, I have a sweeter revenge. I have saved the life of a man whose brutal deed has rankled in my breast for twenty years. Go! and remember the tears of a friendless child."

The man bowed his head in shame, and went from the presence of magnanimity as grand to him as it was incomprehensible.

Children's Department.

At the earnest solicitation of many of our young friends—old friends they are too, from whom we shall be glad to hear every month—we have decided to commence this department anew. We cannot, however, promise to present many attractions before New Year's, but after that time we shall be able to present a greater variety of Puzzles, &c. In this number we, therefore, give all an opportunity to manifest their profundity by presenting a *Word-hunt*, as follows:—

“Find the greatest number of words that can be composed of the letters in ‘*Children's Department*.’ If the plural of any word ends in *s*, the singular only will be taken. The words to be arranged alphabetically when sent to us—that is, all beginning with *a* in one column,” &c.

Lists to be forwarded to us not later than the 15th November, enclosed in an envelope, unsealed, and with the words “For the Press” written thereon, and one cent stamp attached. Please follow these directions closely, and save us a great deal of unnecessary trouble.

Christmas Prizes.

To the boy or girl who sends us the best reply to the above, and such puzzles as may appear in our next number, we will present a pair of our beautiful premium chromos. One chromo will be sent to the boy or girl sending us the second best list, and a crayon to the one that sends the third best list.

DEAR CHILDREN—It will be the duty and pleasure of the editor of this department to correspond with you from month to month through the COMPANION AND TEACHER. He desires that you will manifest your interest therein at once. Send in your list even if it be a small one, if it is the best you can do. *None can do better.* We promise to make the department interesting just in proportion to the amount of encouragement we receive at your hands. After New Year's, better premiums and more of them will be offered, if the competition for those already offered proves lively. The long winter are before us. Your parents should provide for your amusement, and not insist on your studying lessons for school next day. You can surely study enough in six hours per day if you try; and if you don't try, there is no reason why you should be compelled to appear to try day and night. Tell your Parents and teacher that you will try very hard during school hours, and, our word for it, they will not ask you to do more. If they do, let us know, and we will give them a free lecture some time. You study too much and read too little, and should, therefore, induce your parents to provide plenty of books for you; or better still, ask your teacher to get up a good School Library, and then many poor boys and girls, who otherwise would seldom have a good book to read, would be as happy as yourselves.

We will not promise to insert in our columns the name of every one who competes for this prize, but will do so with all whom we think worthy of the distinction.

We have just decided to ask our young friends to write us a letter next month; so that the prizes will be given for *Word Hunt* and *Letter*.

Publishers' Department.

Introductory. With this number we commence the publication of a new volume under the title of OUR HOME COMPANION AND CANADIAN TEACHER, formed by the amalgamation of the *Ontario Teacher* and OUR HOME COMPANION. We have, therefore, now to introduce ourselves to many new readers, and we trust our humble endeavors to produce a good, readable magazine may merit their hearty approval. We have to admit that in this number we have made a mistake by inserting in full the report of one or two Teachers' Associations as forwarded to us. Our arrangements with those who have undertaken the supervision of the Educational Department were not completed in time to permit them to do their work this month. It has therefore fallen upon our shoulders, and the result is as stated above, and a large number of interesting educational items are crowded out. Our readers may, therefore, expect a marked improvement in our future issues.

Club Rates.—There are so many different publications that it is almost impossible to get even a small club of any particular publication in many small towns, or even large ones. Our plan is this: We get a few hundred subscribers, here and there, all over the country, and upon the whole receive a very large list for most of the papers we place on our list. We, therefore, receive from the Publishers their very best terms, and can actually afford to give subscribers better terms than the publishers themselves. Another advantage to subscribers is, that when ordering three or four different periodicals, as many do, they have only got to write one letter if they order through us, and, besides, they save the postage and registration fee on two or three letters. We invite all to examine our list on last page of cover, and if satisfied with our rates, to order through us.

Editorial. Messrs. J. Dearness, I. P. S. for East Middlesex, and Samuel R. Brown, Teacher, of this city, have undertaken the supervision of the Editorial Department, and will assume the entire control of the same, commencing with our next number. Both gentlemen are eminently qualified to perform the duties required of them, and under their management we expect to see the COMPANION AND TEACHER gain increased favor at the hands of Inspectors and Teachers everywhere. Communications on any subject of general interest are especially invited from all, and Inspectors and Teachers are especially invited to join hands with the above, and by forwarding them such information as may be available to them, make it comparatively easy to perform their work.

Three Good Reasons Why you should subscribe for the COMPANION AND TEACHER. 1st. It is printed in smaller type and contains a good deal more reading matter than the *Ontario Teacher*. 2nd. It is offered to subscribers for less money; and 3rd. We give a handsome crayon to each subscriber. We invite your co-operation on account of the unsurpassed liberality of our offer, and, likewise, from the merit and solid work of the publication itself, its freedom from all trashy reading, and avowed aim to improve, benefit and instruct. Now is the time to subscribe, letting your subscription date from the present number.

The Lakeside Library. Many homes in America have been made cheerful by the introduction of a few or all of the numbers published of the "Lakeside Library," which within the last two years has attained an immense circulation and great popularity. The works of the best authors are reproduced at a trifling cost in unabridged form. We have been fortunate in making arrangements with the publishers whereby we can furnish any number of their publications as premiums to those who subscribe through us for any of the popular American or Canadian journals. If our readers will take the trouble to make our terms known to their friends, we shall be able to secure much larger lists for each paper, and can command and offer better rates for our next season. See terms on last page of cover, and subscribe early, as it takes a few weeks to fill orders.

Ontario Teacher Subscribers.—With the consent of Messrs. Ross & McColl, late Publishers of the *Ontario Teacher*, some of the conditions of the transfer as named in their last issue are set aside. The September number of the *Teacher* will complete Vol. IV., containing 9 numbers, and an index for the same will be forwarded to subscribers with our December number. By this arrangement we are enabled also to close Volume I. of OUR HOME COMPANION with 9 numbers, and to begin with this number a new volume formed by the amalgamation of the two. We are sure this will be more satisfactory to all concerned, and it will enable us to date all new subscriptions after this date from the present number.

Specimen Copies. Many teachers and others will receive this number as a sample, and will please understand it as an invitation to subscribe. Teachers can create a good deal of interest among their pupils if they will get up a club and encourage them to take part in the competition for prizes in our Children's Department. Children like to see their names in print, and a healthy rivalry between schools is always a means of doing good. A club of 20 subscribers can be obtained in every school section in Canada if a little exertion is made, and our best rates will thus be secured.

Our Premiums. Our aim is to carry light and culture into every house in the land. Our mission is to present to the people that which is beautiful in art and nature. Every subscriber of the COMPANION and TEACHER will receive one of our beautiful premiums as follows:—

Crayons. "The Offer," "Accepted," "Yes or No," "Love is as a Thread," "The Descent from the Cross," "Immaculee Conception."

Chromos. "Lake Maggiore," "Babe of Bethlehem," "Isle of Man," "Isle of Wight," "Beatrice," and "Vestal Virgin."

Lake Maggiore.—Elsewhere in this number we present a description of this our new premium Chromo, whose beauty will win for it a place in thousands of Canadian homes this winter. As it can speak for itself more effectually than we can describe it, we will only say that if any one who may subscribe for the COMPANION and receive this premium, is not satisfied with the same, we will, on receipt of the chromo return him his money.

Visiting Cards.—If any of our subscribers prefer not to have a Chromo, we will send in its place as a premium 100 Visiting Cards, neatly printed with name and address, or name alone as preferred. We will not, however, bind ourselves to fill card orders in less than ten days after the order comes into our hands, as we are not always prepared to do the work. If any subscribers want both premiums we will furnish the cards at 90 cents for 100, same as a chromo.

Webster's Dictionary.—Every Teacher should have a copy of Webster's new unabridged Dictionary. The publishers' price for the same is \$12.00, and we are prepared to receive orders at that rate to deliver the book free at any Express office in Canada. Or we will send it to any Teacher who sends us orders to the value of \$40.00 for the COMPANION AND TEACHER, and premiums. The work is bound in leather, and contains 1,840 pages, 3,000 illustrations, and over 114,000 words.

What Our Exchanges Say of Us.

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