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# COMPANION AND TEACHER

We Study to Instruct; We Endeavor to Amuse.

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## Editorial.

### Means of Training Teachers.

In the December number we discussed the paramount importance, we should say the absolute necessity, of professional training for public school teachers; we have now to consider the practical question, "How can teachers secure this much needed training?"

If admitted that the preparation of the teacher for his work is all but indispensable, there need be no debate as to the time he should receive the training, notwithstanding that a respected educationist, perhaps more than one, has recommended young aspirants to teach (?) for a year or two before going to the Normal School. This advice is given in sole consideration of the interests of the individual, to the sacrifice of the interests of the many in the "year or two's" bungling to which the school is subjected. Consulting only individual interest, this advice is erroneous, for although a young and untrained teacher's first experience, inseparably connected as it must be with easily obvious as well as unconscious blundering, does better prepare him to receive and apply the Normal professor's lectures, and gives him confidence for his trials in the Model School, yet the greater value of experience after a course of training more than compensates for the improvement of the training by its coming after the "year or two's" experience. A model school is supposed to act as a kind of sieve to sift out candidates who show decided natural inaptness to teach, and lack of the elements of character indispensable to the successful teacher. These are to be strongly advised to pursue some other avocation, in fact compelled to do so, because their model marks are too low to allow granting them certificates. If a man has not natural aptitude the shorter he teaches, and the sooner he engages in a calling for which his talents adapt him, the better for himself and infinitely the better for the school. But when we think that even one who has this rare combination of natural qualifications necessary to the successful teacher, through ignorance of the matter or art of teaching may be very inefficient, and in consequence forty or fifty children suffer the inestimable and irreparable loss of time and opportunity, every other consideration sinks into insignificance, and we exclaim with Guizot, "Let no schoolmaster be appointed who has not himself been a pupil of the school which instructs in the art of teaching, and who is not certified after a strict examination to have profited by the opportunities he has enjoyed."

The best means of training teachers is a course of instruction given by qualified professors in institutions called *Normal Schools* (*norma*, a pattern or model). According to Dr. Ryerson, the original Normal Schools were institutions in which the best methods of instruction and discipline were prac-

tised, and to which the candidate for the office of teacher resorted for the purpose of learning by observation the most approved modes of conducting the education of youth. The present acceptance of the term *Normal School* supposes an establishment of men and women who have passed through a course of instruction and are preparing to be teachers, by making additional attainments, and by acquiring a knowledge of the human mind, and the principles of education as a science, and its methods as an art, including the *Model School* of the earlier times, and thus combining theory with practice.

We said the best means of training teachers is the Normal School system, under certain circumstances it is the only possible means. In a country where the schools become once filled with trained and efficient teachers, the pupil-teacher system can be made the means of supplying the vacancies as they occur with trained teachers. It is reasonable that only trained teachers should be expected to train monitors or pupil-teachers. Associations or institutes are practicable and important aids to the training of teachers, although they can by no stretch of reason or imagination be substituted for training schools. Institutes are indispensable adjuncts to a live and efficient school system, and are productive of most good when their members have had special preparation for the profession. Their value in imparting to the fully awakened and deeply interested teacher a knowledge of the details of the philosophy of pedagogics is inestimable. Properly conducted institutes will be attended by the people, and thus result in the establishment of a common sympathy between teachers and people. Public interest thus enlisted will enter with zeal into the routine of the school-room, along with co-operation and desire for the success of the teachers' plans. The teacher being *de facto* autocrat in his school room is liable to intellectual inflation, but at the institute he measures himself, and perchance may catch the spirit of the earnest minded, indefatigable teacher. Institutes, too, kindle among teachers an *esprit de corps*, increasing their spirit and true dignity, and pressing more vividly on their attention the exceeding responsibility and rare opportunity of the teacher of youth—they bring teachers into contact with distinguished scholars, they sometimes make public the talents of superior teachers who are thereby introduced to wider and more useful arenas of labor, and last—but by no means least, they furnish opportunity of readily introducing new improvements in the science and art of teaching. Even more advantages than those enumerated are surely derivable from the teachers' association or institute, and so great are those benefits that no school system can afford to be without so useful a concomitant.

We ask you to review the situation in our own Province—

The first Normal School for Upper Canada was opened on the 1st Nov., 1847, in the old Govern-

ment House. Circumstances shortly occurred which necessitated its removal. It was decided to erect new and appropriate buildings. The corner stone of the present Toronto Normal School was laid by Lord Elgin in July, 1851, on which occasion Dr. Ryerson said that one of the four circumstances "which encourage the most sanguine anticipations in every patriotic heart in regard to our educational future, is the precedence which our Legislature has taken of all others on the western side of the Atlantic, in providing for Normal School instruction, and in aiding teachers to avail themselves of its advantages." It must be matter of deep regret to the patriot that our Province, which so nobly led the van in 1850 on this side the Atlantic, is now so far in the rear of many of her neighbors in providing "Normal School instruction." Over 4,000 of Ontario's teachers actually engaged are Third-Class or old County Board licentiates! In September, 1876, the Ottawa Normal School was opened. Thus while Ontario has two Normal Schools, the State of Ohio has 11; the State of Illinois, with one third the area of Ontario, and a population of only two and a half millions, has 10; Massachusetts, with a population 200,000 less than ours, has 7; and Vermont, with a population of only about 300,000, has 3.

But do the Normal Schools we have properly perform the functions for which such institutions are established? It appears not. Dr. Ryerson states that "our Normal and Model Schools were not designed to educate young persons, but to train teachers, both theoretically and practically." Dr. Sangster, a former Head Master, acknowledging the digression in the work of the Normal School from its original purpose, excuses it on the ground of necessity in the following terms:—"This institution is designed to train Common School teachers, so as to fit them for the more efficient discharge of their varied and important duties. Though essentially a training school, rather than a mere school of instruction, in the ordinary sense of the term, the majority of those received as students-in-training are so deficient in scholastic attainments that it is found necessary to include in its course of instruction not merely discussions on the principles of education and methods of teaching, but also the actual teaching of most, or all, the branches of Common School study. 'To teach well we must be possessed of adequate knowledge;' and as more than nine-tenths of those who apply for admission do not possess anything like that amount of information and general knowledge which the advancing spirit of the age very properly demand of those who would become educators of youth, the Normal School masters are compelled to supplement, by lectures on the different branches of study embraced in an ordinary English education, the early training, or want of training, of those who enter its walls. Every lecture, therefore, given in the Normal School is delivered with a two-fold object:—

1st. To convey to the class of students-in-training a certain amount of information on the subject on which it treats; and

2nd. To give this information in such a manner, that making the necessary allowance for differences of age and attainments, it may serve as a model of the method in which the same subject is to be discussed before a class of children.

The circumstances described by Dr. Sangster still exist, perhaps in a more exaggerated form, seeing that the length of the session has been doubled,

consequently a large proportion of the work done at our Normal Schools is not real Normal School work. The meagre provision at hand is thus so heavily impeded that the mere increase of schools keeps apace with the supply of trained teachers. It is readily seen that a great multiplication of such Normal Schools as those at present established would be needed to overtake the deficiency. The remarks of the Minister of Education on this point are important:—"On all hands there is but one opinion that schools should be placed under qualified trained teachers. It is difficult to devise or suggest a remedy for meeting this demand. During the past seven years the ranks of the teachers have been recruited at the rate of from 1500 to 1800 per annum. Our Normal Schools have accommodation for only 250. We find then how few trained teachers there can be. It is throwing money away to place our schools in the hands of untrained Third-Class teachers. Ladies would naturally not remain long in the profession, the average had been about two and a half years. It is safe to assume that the average time of male and female teachers is not more than three and a half years. In view of these facts it may be estimated that it would require fifteen more Normal Schools to meet the demand; but for this we are scarcely ready."

Several answers have been proposed. Some think that the appointment of peripatetic conductors of institutes, whose duty it would be to go from county to county and meet with teachers on whom it would be compulsory to attend, would meet the difficulty under question. As has been explained, the provinces of the institute and Normal Schools are not coincident, but even if they were it is not advisable that the schools should be subjected to interruptions of a week, two or three times a year. Institutes held, as is usually the case at present, on a Friday and succeeding Saturday, would be altogether too short to accomplish substantial reform. Another proposition has been to utilize High Schools and Collegiate Institutes to train teachers. In fact, as it is, the profession draws largely from the class of High School graduates. Experience proves that some of these High School pupils have been taught method as well as matter yet many appear to have been unfitted for an ungraded school through not having had the opportunity of seeing and hearing elementary teaching, or not having been taught how to teach the rudiments of knowledge. What our High Schools could do and should do is to relieve our Normal Schools of the academic work they are at present compelled to do, and leave the training to specially appointed training masters on whom we could rely.

The most practical and efficient remedy to meet the greatest defect in our educational system is the establishment of real Normal and Model Schools, not combined training and academic colleges such as those excellent institutions in Toronto and Ottawa, of which we need one or two more to raise the tone of education and prepare Normal and Model School masters. The idea is not novel. It is the same as was embodied in the resolution of the Hastings' Convention and other teachers' associations. For example, take an average town school, having accommodation for four teachers. In consideration of the advantage to the town, one of the rooms could generally be secured for a Normal School room, a master might be selected, and appointed by the Minister of Education for the special purpose of training aspiring educators

The master could give a regular course of lectures on the principles of education, including the elements of mental science, cultivation of the faculties, &c., on organization, and discipline, on the art of teaching and method. The students might in succession give "criticism lessons" to their fellow-students, under the guidance of the master. The other rooms in the building would afford the Model School, where each in presence of his fellow-students and the master would be required to give short lessons, all of which would be criticised by the students on return to their own room.

Such normal classes as these could be established without very great cost, and they would be efficient. The entrance examination to the High School might be made the entrance to the County Normal School, and there might be two or three sessions each year. Only those bearing satisfactory certificates from Normal masters might be allowed to write for Third Class certificates.

In this way each class of schools could effectively perform its own work. The Provincial Normal Schools could prepare our County Normal and Model School masters; the High School continue its legitimate work of higher education and preparation for the Normal School, College, or University; and the county training school supply the much needed training for Public School Teachers.

### Education Society of Eastern Ontario.

A society bearing the above name has been organized at meetings held in Ottawa. Its constitution and by-laws have been considered and adopted, and although the *raison d'être* of the society is not set forth in form, we can infer the object and intentions from remarks made by speakers at the inception meeting, and from the work done after the adoption of the constitution. One of the speakers is reported to have said that absolutely necessary action would be taken by organizing such an association since the eastern part of the Province was not represented in the Ontario Association. The formation of a "like body" to the Provincial Association was the aim. Then its object and functions are to be those of the Provincial Teachers' Association, which holds its meetings in the capital of the Province. Teachers' associations and educations are important instruments for good, and everyone who has the interests of education at heart desires to see them interesting, useful and numerous; but it is very questionable whether the interests of education will be advanced by establishing more than one association, assuming to present the united opinion of educators over the Province in the way of suggestion or criticism of educational measures to our Legislature.

If there was absolute necessity for instituting an eastern association like the Provincial Association, unless the interests of the eastern teachers are rival to the interests of other teachers of the Province, or are ignored by them, then there is good reason for the advice given by the *Napanee Standard* to form a Kingston district educational society, and the same grounds for forming similar western societies. In 1874 the number of public and separate school teachers, reported as entitled to vote, was 5,018. Of this, 1,532 were east of the County of York, and 2,500 west of the same county, the remaining 246 being in York and Toronto. Consequently, if two associations should

be established east of Toronto, there should be three west. Even geographically considered, the case is not much altered, for Amherstburg is nearly as distant from the capital of the Province as Ottawa. The remarks of the *Globe* on this question clearly represent the case. "Those who strive to build local associations must bear in mind that those they try to establish cannot cover the ground exactly covered by the Provincial Association, or compete with it successfully. There can be no objections to the formation of large local associations, but if the whole Province were divided into large districts, each having its local association, no one of these, nor even the whole of them together, could be expected to carry the same weight with the Legislature as the Provincial Association. The functions of a local and provincial association are quite different in reality. The chief purpose of the local is to serve as a kind of institute; of the Provincial is to bring the united opinion of teachers and inspectors to bear on the school law, its workings and defects. Those who know anything of the history of school legislation during the past ten years, know how much of the credit of what is good in it is due to the deliberations and conclusions themselves, as expressed authoritatively through their association; and if the teachers of any locality think to divert from the general body any of the prestige it has thus acquired, and made on the whole rich good use of, they will soon find that they have labored under a mistake."

It is to be regretted that the Eastern Education Society has fixed the same date for its summer meeting as that on which the sessions of the Provincial Association will be held, as the latter body will likely be deprived thereby of some of its useful members. The absence, for example, of the 1st Vice-President of the E. S. E. O. would be a loss to the deliberations of his section.

### School Census Returns.

A difficulty has arisen in furnishing the required census returns on the part of the Trustees of S. S. No. 6, Wilmet. They object to the part of the return that requires the number of children from 7 to 12 years of age, inclusive, who have not attended at all, or have attended less than four months, on the ground that it does not make exception for those who "have been otherwise educated. This difficulty, however, was more surmountable than one which presents itself in the declaration, by signing which the Trustees affirm that they have taken the census as required by sections 137 and 148, that this census shows the number from four to twenty-one, the number from five to sixteen, and the number from seven to twelve, inclusive, and that they have proceeded, or intend to proceed, against those who have failed to comply with the requirements of the Act. The last clause they struck out before signing the return, as they allege they would otherwise have bound themselves to punish even those who were prevented by justifiable causes from compliance with the letter of the law.

The *Globe*, in referring to this plea set up by the Trustees, says it is quite uncalled for, in face of the provision of the School Act empowering the convicting magistrate to remit all penalties if he finds that the spirit of the law has been observed. What the trustees are expected to do is to prose-

cuts, and leave the rest to the administrator of the law."

The Trustees having failed to comply with the requirements of the Act and the regulations passed under its authority, the Inspector had no option but to withhold the municipal grant, and, on an appeal, he was sustained in so doing. The Trustees then called a public meeting, which ratified their action, and so the matter rests. In his successive memoranda on the question, the Minister of Education points out clearly that he has no option in the matter any more than the Trustees, and that the duties of both are clearly defined by the Act. To quote the words of the official reply to the Trustees' statement, "there may be grounds for altering the law, but while it stands, it is, of course, to be obeyed. To adopt any other course, or even to allow each Board of Trustees to interpret the Act to suit itself, would be to throw the working of the educational system into meretricious confusion."

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## Contributed.

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### Reading Text Books.

In response to the invitation under "Editor's Note" in November number, the following paper has been contributed by Mr. D. Macintyre, head master, Lancaster Public School —

(1.) Intelligence and expression are essential qualities of good reading. In order that they may read intelligently, the scope of the lesson should be within his comprehension. That he may read with expression the subject must be so entertaining as to awaken his sympathies. In short, the feelings, imagination and emotions of the child must be enticed into activity.

To make the scholar proficient in the art ought to be the main object of a school reading-book. To accomplish this purpose, the book must be suited to the student's capacity and tastes. An abundance of interesting and amusing narratives, stirring adventures fact and fable, well graduated, and written in a natural, graceful style, are therefore indispensable features of a good school reading-book, and this should be intermixed with lessons calculated to instruct and develop the moral and intellectual faculties, and a choice selection from the facts.

Our present authorized readers are deficient in the most important features. (1.) The material of which they are composed is very ill-judged. They aim at pouring in information rather than making the exercise attractive and forming a taste for good reading. Childhood cannot relish technical scientific extracts. (2.) On account of the want of sufficient graduation, the pupil is constantly laboring at the utmost stretch of his ability. In learning to read, he meets with the utmost insurmountable difficulties at every step, and consequently he has neither the power nor the inclination to cultivate a good style, and is forced to think that reading is nothing else than a dull, monotonous rehearsal of words.

Our third, fourth and fifth readers are not very unlike the far-famed gun that wanted a new stock, lock and barrel. Our first and second might be better graduated. May we not look to the educationalists of Ontario for the production of books at

least equal to those of the "Scottish School-book Association," got up by a committee of parish school teachers, or to some of our enterprising publishers, for text-books like Constable's or "the American Standard School Series," rather than resort to patching?

Mr. A. Stevenson, Markham, Ont., also contributes the following:—

The great desideratum in the present system of education for children seems to be the acquisition of the *sounds* of words regardless of their meanings. Now I hold this system to be entirely wrong. Of what benefit to a child are a host of words when he has not the slightest conception of their significations? This process of cramming children with words, not ideas, may be called what it will, but it is assuredly not education. This is the reason why children manifest so little interest in the matter of their reading lessons. And no wonder; it is nearly all Greek and Latin to them. No word in a lesson should be passed over until every child in the class fully comprehends its meaning. To expect the teacher to explain each word fully to them is unreasonable, and never to use words which the pupils do not understand would put a stop to all progress. However, it is not advisable to use new words in the reading matter of the First Reader, or to render my meaning more plain, to use words with which the child is not already familiar, both in sound and meaning. In the Second and Third Readers new words should be gradually introduced in the reading lessons. All of the difficult words which occur in each lesson should be arranged before or after that lesson in the order in which they come, and applicable definitions placed after them. These definitions should have reference to the words as used in that lesson only, and should be expressed in words suitable to the comprehension of the learner. Here let me call attention to the absurdity, in a practical light, of many of the definitions in the Third Reader. While professing to enlighten the rough and intricate paths of infant education, they serve only to envelop the youthful pilgrim in impenetrable fogs and darkness. The method above recommended is successfully adopted in the acquisition of foreign languages by all nations; and why should it not be adopted in the teaching what is to them a foreign language? The pupils in the Fourth and Fifth Readers should be required to use their dictionaries, carefully selecting those definitions which apply to the words in the particular connection in which they are used. The method recommended in the prefaces of our Readers of using the reading lessons as exercises for dictation is good, and the results which follow oral lessons in spelling do not justify the expenditure of so much valuable time as they entail. The reading matter of all the books is excellent, with the exception of some pieces in the First Reader, and perhaps such tales as "Red Riding Hood," "Silver-locks" and "Boots and Brothers." These contain neither the smallest particle of sense nor instruction. Fables such as "The Boys and the Frogs" are not included in this list, as they often impress useful truths and moral lessons indelibly upon the youthful mind. After all, the fault is perhaps as much in ourselves as in the Readers. We expect too much from the children, give them too long lessons, and get ruffled if the recitation is not perfect. Half a page thoroughly understood brings more good results than ten pages of crude, undigested matter.

**Ancient History.**

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

(Q.) 111. Sketch briefly the events subsequent to Alexander's death, and state among whom his empire was divided and the part obtained by each.

(A.) After the death of Alexander the Great, Perdiccas was appointed regent; he shortly after perished by the hands of an assassin, and Antipater succeeded to the office. The Athenians, taking advantage of these disturbances, again endeavored to throw off the Macedonian yoke, but were unsuccessful. Another revolution on the decease of Antipater placed the regency in the hands of Polyperchon, who, chiefly through the assistance of Demetrius Poliorcetes, the son of Antigonus, defeated Cassander, the son of Antipater. At last, after a long alternation of successes and reverses, the united army of Ptolemy, Cassander, Lysimachus and Seleucus, gained at Ipsus in Phrygia, a decisive victory over Antigonus and Poliorcetes, in which the former was slain, and the latter escaped with difficulty to Greece, B. C. 301. The dominions of Alexander were now divided into four large kingdoms, as had been predicted by the prophet Daniel, "the great horn was broken; and for it came up four notable ones, toward the four winds of heaven." Egypt and the South were allotted to Ptolemy, son of Lagus; Syria and the East were apportioned to Seleucus; Thrace and Bithynia and the North were assigned to Lysimachus; and Macedon, Greece and the West to Cassander, son of Antipater.

(Q.) 112. Sketch briefly the Samnite and Latin wars.

(A.) The Campanians, who were at war with the Samnites, applied to Rome for assistance, which was readily granted; the war lasted two years, B. C. 343-341, and was brought to a close by Decius inflicting a signal defeat on the Samnites, 30,000 of them being left dead on the field. The Roman arms were next turned against the Latins, who had long been their allies, and Latium was subjugated B. C. 338. A second and longer struggle with the Samnites then ensued, and a signal disgrace was inflicted on the Romans at the Caudine Forks, B. C. 321, the army being compelled to surrender and pass under the yoke. But the Romans soon retrieved their position, and in the third Samnite war the decisive battle of Sentinum crushed the hopes of the Samnites, and Samnium was reduced to submission, after a struggle of fifty years, B. C. 290.

(Q.) 113. Who was the last enemy the Romans had to encounter before they became masters of all Italy?

(A.) Tarentum was a Lacedaemonian colony of the eighth century B. C., established with many other towns in the south of the Italian peninsula, hence called Magna Graecia. Involved in a contest with the Romans, they sought and obtained the aid of Pyrrhus, King of Epirus, a region lying west of Thessaly and Macedonia. He came to their assistance with 30,000 men, and success at first crowned his efforts on the fields of Heraclea and Asculum, but after six years he was compelled to yield to the ascendancy of Rome, being defeated at the battle of Beneventum by Curius Dentatus, who drove him from Italy, B. C. 275. The Tarentines being left to their own resources, the fall of

their capital decided the fate of Southern Italy, and left Rome the mistress of the entire peninsula.

(Q.) 114. Give the date of the translation of the Septuagint, and the name of the Egyptian monarch that caused it to be done.

(A.) B. C. 277, during the reign of Ptolemy Philadelphus.

(Q.) 115. In whose reign was the temple at Samaria built?

(A.) In the reign of Artaxerxes Longimanus, on Mount Gerizim.

(Q.) 116. When did Macedon and Greece become a Roman province, and by what name was it known? Give brief particulars.

(A.) Antigonus Gonatus, son of Demetrius Poliorcetes recovered the Macedonian throne, and founded a dynasty that lasted for more than 70 years. The last Kings were Philip V. and Perseus; the former had incurred the enmity of the Romans in consequence of having entered into a treaty with Hannibal against them, and on the conclusion of the second Punic war hostilities were declared against Philip. The Macedonian power was completely broken at Cyncephala, B. C. 197, and Perseus, the son and successor of Philip, was overthrown and taken prisoner by Paulus Aemilius, at the bloody and decisive battle of Pydna, B. C. 168. Finally, Andronicus, an adventurer, pretending to be the son of Perseus, was overcome by Metellus; and in the same year, B. C. 146, Corinth was burnt by Mummius after the victory of Leucopetra, and Greece became a tributary province, under the name of Achaia.

(Q.) 117. Who were the Gracchi, what did they try to effect, and what was their fate?

(A.) They were two brothers, the elder named Tiberius Sempronius, and the younger Caius Sempronius Gracchus. They sought the revival of the Licinian or Agrarian Laws, which had fallen into disuse. The elder was slain by an armed body of the Senators (Optimates) during a tumult, B. C. 133, and in B. C. 121 the younger experienced the same fate.

(Q.) 118. Who were the Maccabees, and what brought them into notice? Sketch their history.

(A.) After the division of Alexander's empire, Palestine remained under the rule of Egypt for a century; it then became a subject of contention between Egypt and Syria, and suffered severely in the wars of Antiochus the Great with the Egyptian monarchs, falling into his power B. C. 198, when he defeated the Egyptians at Panium. His successor, Antiochus the Fourth, surnamed Epiphanes, restrained by the Romans from pursuing his conquests, in Egypt, revenged himself on Judaea, took the capital, Jerusalem, by storm, slew 40,000 of its inhabitants, and led an equal number into captivity, B. C. 170. He offered up swine on the altar to destroy the Jewish veneration for their religious rites, and in B. C. 168 he issued an edict enjoining uniformity of worship conformable to the Syrian idolatry. These and other oppressions roused the Jews, and Matthatias, a priest, offered the first resistance to the tyranny of Antiochus; and when age rendered him incapable of fatigue, he transferred the command to his third and bravest son Judas, surnamed Maccabeus, whence the family derived the name of Maccabees. In a succession of victories he routed the Syrian armies, but was at length slain, and Jonathan, the youngest brother, maintained the contest for independence, which was acknowledged by Syria B. C. 143. He was

succeeded by his brother Simon, who reduced the Syrian garrison on Mount Sion, destroyed the citadel, and levelled the hill on which it stood, so that it no longer commanded the temple. John Hyrcanus, his son, succeeded, in whose time Judea was annexed to Syria; but on the death of Antiochus Sidetes, B. C. 130, its independence was recovered, and its territories enlarged by the conquest of Samaria and Galilee. On the death of Hyrcanus, his son Aristobulus exchanged the mitre for the crown, and became the first king, B. C. 106.

(Q.) 119. What was the origin of the contest between Marius and Sulla? Give the particulars and final result.

(A.) The contest between Marius and Sulla arose as to which of the two should command the Roman army in the Mithridatic war. The patrician Sulla, once the lieutenant, now the rival of Marius, was appointed by the Senate to the command; but during the absence of Sulla, Marius had the decree cancelled, and the command conferred on himself. Sulla, who was besieging Nola, immediately hastened to Rome, and compelled his rival to flee to Africa. He next marched against Mithridates, and after a short but successful campaign in Bœotia and Thessaly, concluded a favourable peace, B. C. 84, by which the Asiatic monarch lost Greece, Macedonia, Ionia, and other provinces. Cinna, one of the consuls, availed himself of the victorious general's absence to strengthen the Marian party, and to recall Marius, who caused himself to be appointed Consul in conjunction with Cinna. The two then glutted their revenge on the Senators, the principal of whom were slain, and shortly after Marius died. Sulla then returned and wreaked a fearful revenge, far exceeding the provocation, by massacring 8,000 prisoners in the circus, and proscribing 5,000 citizens and 1,600 equites, who were also murdered. In these dreadful commotions 33 consuls, 70 prætors, 60 exiles, 200 senators, and 150,000 Roman citizens lost their lives. Sulla then appointed himself Dictator, and proceeded to reform the State after the ancient constitution. In two years he voluntarily resigned his despotic authority, and retired to Cumæ, where his death soon followed, B. C. 78.

(Q.) 120. Narrate the particulars of Cataline's conspiracy.

(A.) When Cicero, the great orator, was Consul, L. Sergius Cataline, of patrician birth, but ruined fortunes, defeated in his attempts to obtain the Consulship, he formed a conspiracy, of which the murder of the Consul, and the burning of Rome, with the hope of attaining supreme power during the commotions, were the chief portions. The plot was discovered through the instrumentality of a woman (Fulvia), and Cataline was boldly accused in the Senate. His life being in danger, he fled to Etruria, where an army had been collected by his accomplice, Maullius, and being overtaken in the pursuit by the Consul Antonius, a battle ensued at Pistoreia, B. C. 63, in which Cataline fell as bravely as he had lived unworthily, and Cicero, through whose exertions the conspiracy was rendered abortive, was honoured with the title of "Father of his Country."

(Q.) 121. Who formed the First Triumvirate, and when? Sketch the career of Julius Cæsar from the Beginning of the Triumvirate till his death.

(A.) Pompey, Crassus, and Julius Cæsar, in B. C. 60, united their influence and formed that celebrated compact known as the "First Triumvirate." The powers of the Senate were usurped

by them, as well as the command of the legions. Cæsar obtained the Consulship, and then deliberated with his confederates about partitioning the foreign provinces of the Empire. Pompey chose Spain; Crassus, Syria; and Cæsar, Gaul. Crassus, upon entering his province, was shortly after defeated and put to death at Charra, B. C. 53. Cæsar began, in B. C. 58, his successful Gallic Wars: in eight campaigns he entirely overran their country, reduced the Helveti, drove Avovistus back into Germany, and after frequent revolts, Gaul submitted to his arms. The rapid victories of Cæsar roused the jealousy of Pompey, and when the former solicited the consulship, and the prolongation of his government in Gaul, he was ordered to disband his legions, which caused Cæsar, who had come to Ravenna, to cross the Rubicon, a little stream, the boundary of his government, B. C. 49. Corfinium soon fell, and the departure of Pompey for Greece left Cæsar master of Italy. Entering Rome, he seized upon the Treasury, and leaving Antony and Lepidus as his lieutenants, he marched into Spain, which he subdued. Then crossing the sea, he hastened to meet Pompey, who was utterly defeated at Pharsalia, B. C. 48. Cæsar followed up the scattered relics of his opponent, and reducing Egypt, bestowed it on Cleopatra. Pharnaces, son of Mithridates, King of Pontus, taking advantage of this civil war, endeavoured to recover Armenia and Cappadocia; but Cæsar marching against him from Egypt, defeated him at the battle of Zela, in Spain, B. C. 47. It was on this occasion that he penned the remarkable laconic despatch, "Veni; vidi; vici." The remnant of Pompey's army were routed at Shapsacus, B. C. 46, and in consequence of this defeat Cato the Stoic committed suicide. Cæsar was then created Dictator for the year; but a conspiracy, of which the chiefs were Brutus and Cassius, proved successful, and on the Ides of March, B. C. 44, "Even at the base of Pompey's statue, which all the while ran blood, Great Cæsar fell," pierced by the daggers of the assassins.

*This completes the above interesting paper on "Ancient History." In our next an equally interesting one on "Medieval History" will be commenced.*

During the great earthquakes which destroyed Lisbon in 1755 and 1761, Europe, Asia and America were all affected with subterranean agitations, muddy boiling of warm springs, drying up of wells. Etna, which had not been active for eighty years, broke out; and Mexico was filled with earthquakes and volcanic eruptions.

The more attentively we consider the face of nature, the more deeply we pry into its mysteries, and make ourselves acquainted with its secrets, the more do we acknowledge the wisdom of the Creator—the more do we feel that "the heavens declare the glory of God, and the firmament showeth his handiwork."

*Reading.*—Make it a rule to read a little every day. A short paragraph will often afford you a source of profitable reflection for a whole day. For this purpose, always have a book or paper within your reach, so that you may lay your hand on it whenever you have a few moments of leisure.

Gold is the heaviest of all known bodies, platinum excepted; and it is a little more than nineteen times heavier than distilled water. Its ductility is such, that sixteen ounces are supposed sufficient to gild a silver wire equal in length to the whole circumference of the earth.

## Recollections of Eton.

BY REV. W. H. GANE, EGINFIELD, ONT.

It is summer—hazy, indistinct and dreamy. The landscape is wonderfully lovely as far as the eye can reach, so still and peaceful that it seems as though all objects were perfectly motionless. The whispering of birds is deliciously disconnected. The choruses of crickets robbed of their sharpness, and the echo of careless footfalls muffled and dreamy.

Twilight, like the shadow of an angel's wing, gracefully mantles the weary world. The west is still brilliant with the crimson flushes of sunset, though the quivering arrows of gold have melted into indefiniteness. Even the burning after-crimson has softened to a delightful pink that anticipates the sight of a prairie blushing with a harvest of roses.

Just such a twilight years ago bathed the towers and turrets of the walls of Eton College. The shadows were, perhaps, a trifle deeper and more tinged with gray, and the crimson more subdued in its beauty, but the evening, with all its advancements, was a gem of English summer eves.

Ten years had passed since we had bidden those dear old scenes and associations farewell, and proudly, brave and ambitious entered into the mazes of busy life. A wonderful peace falls on us like a whispered benediction as we stand 'mid the hallowed relics of boyhood hours. The old river, wending along with its undisturbed, even pulsations, has not changed in appearance one particle. Time writes no wrinkles on its passionless face. The shadows of the old bridge are as grand and majestic as ever, though they seem to be more tenderly and gracefully outlined. Perhaps care and anxiety has toned the fire of our youthful vision!

Ten years ago! Ten years since we last saw the outlines of our second home—our alma mater. There is often the history of a lifetime crowded into a few words; there is the shadow of one in these. How wonderfully and sacredly true the following words are we fully realized that night:

"Only a year ago,  
So short, and yet so long;  
Its memory, soft as the summer wind,  
Or a wane of the angel's song!"

We find, on entering the old hall, that ten years have not passed without changes being enacted there. Younger men fill the positions of those who were gray-headed when we bade them farewell. A new class of young men fill the lecture-room—men who have before them decided plans, which they trust years will enable them to fulfil. New graduates wear the insignia which help them to fill and appreciate their manhood. New fresh men, to whom classics and mathematics are more idealities than realities. But ever and anon we meet an old face, and a hearty clasp of the hand assures us that, though parted, we are not forgotten. With such we recount old times and view old scenes through the misty vista of ten years.

There is one sight we see in the long portrait-adorned hall which brings a flood of dear old recollections to our mind; it is that of a noble looking, white haired man—the old professor. We fancy the mute lips move, and the warm heart, long silent, beat responsive as we remember his hearty "God bless you, boys!"—our parting benediction. We spend one evening more among those never-

to-be-forgotten haunts. We must have another row. Although sobered with years, we are boys again. We cannot handle the oar as dexterously as we did then; we cannot pull with the same precision; but what matters that as long as we are happy for one more grand twilight night.

Our aquatic friends of other days now dwell beside another river, where no dithering shades disturb the beautiful serenity of the scene, where no chilly damps of evening are, for "there is no night there."

We push gently from shore! We cannot picture to you the scene as we would wish. As we look across, the old town looks beautifully indistinct in the distance, and the forest-like great battlements of black to defend the place against an attack of fabled giants.

We drift down with the tide! An old song bursts upon our ears, which has for us more music than the grand melody of some famed orchestra. It is the song of college boys rowing against the tide. They face us. Their smooth, even dip falls with sweet echo. They are gone. God bless the boys!

But twilight deepens into dark, and the stars dazzle in beauty in the deep cerulean vault of heaven. We turn our little craft and bravely pull homeward against the stream. The wavelets play against our boat's side, making a very pretty accompaniment for our thoughts. We have moored our vessel, and sit there a moment or two listening to the rippling of the water and the stray song of some happy couple who will soon row together always. We take a long look at river, forest and shore, then silently wend our way along the well remembered path that leads to the town.

A stray shaft of silver from the newly risen moon gives us a beautiful view of the old Etonian walks. With a prayer in the heart and a delightful sensation of peace in the soul we say, "Farewell, alas! farewell!"

## A Suggestion.

Sir,—Allow me to say a few words with regard to the examination of candidates for first-class certificates of qualification.

Since many of us (second-class teachers) are aspiring to step higher in the profession in point of certificates as well as other qualifications, and yet the duties of teaching and reviewing the whole list of subjects to the extent required to obtain a first-class certificate at the same time, are too pressing for the constitution of an ordinary person, would it not be advantageous to all concerned if the subject of examination of the same were divided into "primary" and "final," similar to the division of subjects for the examination of candidates in medicines, and others, giving the candidate the choice to pass them both (together or separately), providing both are passed within two or three consecutive years. If such would be a benefit to the profession, why should we not have the same privilege as those of other professions in this case? and could not something be done to induce the authorities to pass a resolution to that effect?

Hoping to hear the opinions of others more able to discuss the subject, and also to see some steps taken to gain this point, I remain,

AN ASPIRANT.

"The appearance and contents of the COMPANION AND TEACHER do you credit." So says an Inspector.



### Address of Th. Girardot,

PUBLIC SCHOOL INSPECTOR, NORTH ESSEX, DELIVERED AT THE TEACHERS' INSTITUTE, SANDWICH, OCT. 19TH, 1876.

For the third time we have met in convention, and it is gratifying for me, as your inspector, to see that you appreciate so well these meetings, which are so useful both to you and your scholars. I am really happy to state that I have already found a change for the better in the management of our schools. All the teachers who have put into practice those methods which have been so ably discussed at our conventions, have succeeded very well; yet there are some, I am sorry to say, who stick to the old routine, and in so doing keep their schools backward; but they are few, and I trust that they will follow their fellow-teachers in the path of progress, or else give up their places to some others, who will endeavour to follow in their schools the new and improved methods suggested by experience and modern progress.

When we first organized these conventions, some were doubtful of their success; but you have taken up the matter in such an earnest way, by seconding so nobly the views of your inspector, that our teachers' institutes are now a complete success and an accomplished fact. Experience has proved that in all positions of life he who does not advance recedes. This admitted, we find ourselves obliged to seek methods that may be employed and a path to be followed in order that we may never recede, but on the contrary acquire an instruction more and more developed, in order to attain the highest degree of perfection of which we are capable. Amongst the methods which are the most proper to attain that object, I will indicate the following:—

1st. Legal conventions.

2nd. That a teacher should frequently visit the school of another good teacher, in order to derive benefit from the latter's methods of teaching, and also that he should read special works on education, in order to advance himself in his profession.

The advantages that conventions offer can easily be seen. 1st, they contribute a great deal to draw more tightly the bonds of fraternity between the teachers. 2d, they also widen their intellectual horizon. Where is the teacher who does not see any more to be done in the wide field of instruction?

Undoubtedly you can attain a very elevated degree of instruction; but when shall you have exhausted all the sciences? Therefore you can and should still study, and these conventions which facilitate your work easier, are to you of a great utility; you find in them cultivated minds, which communicate to you friendly advice, and initiate you into varied knowledge, perhaps still unknown to you; you also meet here fellow-teachers whose judgment is ripened, and who bestow upon you the fruits of their experience, strengthen you in the path which you have just begun to follow, and caution you against the obstacles which might arise.

Young instructors of youth, what a precious occasion this is to perfect yourselves, if you prepare with care, conscientiously, aye, even with pride, the works, especially the practical works, which form the essence of conventions, if you lend an attentive ear to the judicious observations and to the well-meant criticisms which your methods of acting, saying and writing will have given rise to.

The object of these conventions is, therefore, essentially noble and practical; still, whence arises

the cause that some desire, but little if any benefit from them? Perhaps it is because some indispensable knowledge is wanting with them, but it is above all owing to the reason that they do not bring those dispositions of the heart and mind which these conventions require, and which alone can bring about efficacious and desirable results. And how can they hope for beneficial results when good will is wanting; when a serious preparation has not ripened the subjects which are there treated; when not in the least zealous of widening the circle of their knowledge? They have not at heart to profit of the observations dictated by a kind solicitude. Expect to realize marked progress in such conditions is dreaming of the effect without having produced the cause! It will be easy for me to prove it, in showing what are the dispositions required at these conventions from the good teacher, and how they facilitate his labor.

If he possesses good will, this being the first quality which it pleases to discover in him, he sees with pleasure the day fixed for the convention approach, and it is also with pleasure that he sets out for the appointed place, regardless of the length of the route or the state of the weather. As regards practical lessons, they also need a good preparation, assurance in demonstration, facility in instruction, the attraction given to teaching, the discipline in the school easily kept, captivating the attention of the pupils, deepening their impressions. Such are the effects of a serious preparation, as much for the practical exercises as for the daily lessons of the teacher.

This is not all; good will and a serious preparation do not suffice; there must be continued attention paid during the convention, with the firm purpose of deriving benefit from the observations which the discussions shall bring about.

Self-love does not blind a devoted and intelligent teacher. Far from imagining that he has nothing more to learn, he acknowledges, on the contrary, with great modesty, all that is wanting in him, and gratefully receives all advices and counsels which are given concerning his labors or lessons, whether these advices emanate from the mouth of a grey-headed teacher or from that of a young member of the profession.

He does not attempt to impose his opinions, and he bears contradictions, convinced that everything has two sides, and that it is but by comparing the pro and con that we can come to the discovery of the truth. May all teachers be guided by such principles! May all young practitioners also receive with respect and gratitude the advice of their older fellow-teachers, grown grey in the profession!

I shall add a fourth recommendation. It is plain that well-meant communications in regard to the result of the experience acquired in teaching cannot but produce results. Also that a teacher who has found either by reflection or by hard work, or still by studying the works of modern educators, a proceeding which hastens the progress of the child either in instruction or education, should immediately communicate it to his colleagues, especially to the new-comers, who will thus see the clouds vanish that heretofore had darkened their path. Thereby conventions will become true institutions, where the teacher will continue to perfect himself, and of which perfection the pupils of our schools will first feel the salutary effects.

When the convention is over, the teacher is not yet through his task; he has yet some duties to perform. Not satisfied with having shown before

and during the convention the greatest aptitude, he recalls to mind all that which has been said and done, and by his works, as well as by his way of acting, makes the others understand the deep impression with which he is penetrated. He tries also the methods which have been discussed, and drawing from the treasure of precepts which he has stored up in his mind, he uses it and divides it amongst the pupils entrusted to his care.

Such is the type of the school teacher whose example all the others should endeavor to imitate. If all were animated with that noble enthusiasm which does not cease to push us towards the better, we would see springing up amongst us and flourishing a generation which, in doing honor to the present educational system, would be the guarantee of our strength and of our future greatness.

Some years ago most of the teachers were obliged to teach in school-houses deprived of the most necessary apparatus; even some were mere shanties. Now, thank God and our wise school laws and regulations, we have good school-houses all over the country. Moreover, one thing that pleases me much is that the profession of teaching is appreciated better than it was. Teachers command more respect and receive better salary.

If so much has been done by our Government and fellow-citizens for education, and if our worthy Minister of Education, Hon. Adam Crooks, has condescended to honor the teachers of Essex with his presence at this convention, cannot we also work so that we will gain their esteem? Let us show them that we understand our noble mission, and that all our ambition is to turn in our schools good citizens and good Christians—to form men who will one day be the honor of our country and their families.

I will not finish without thanking you heartily for the manner with which you have responded to my call in coming to this convention. I will also thank the committee appointed by you last year for having contributed so much in the selection of the fine subjects which are about to be discussed here, and for having so nobly helped to organize this institute.

### Errors in Education.

*A Paper read before the Teachers' Association for Clinton and Louth, County of Lincoln, by Dr. W. A. Comfort, Campden, Ont.*

There is so much being written nowadays on the various subjects connected with education that it seems difficult to get up anything worth reading or worth listening to.

It takes a genius of the present day, you know, to originate new thoughts, and it takes a genius, too, to clothe old thoughts in so neat a dress as to make them anything more than ordinarily interesting.

We are all more or less familiar with the various discussions connected with our school system. There is the free school question and the separate school question, there is the compulsory education and the question whether Government has the right or not to spend money for High Schools and Universities. On these and many other subjects people are inclined to differ widely, and they have been so often presented to the public through various journals that I feel somewhat at a loss how best to meet the call of this Association. While casting about in my mind what I should pitch upon for a theme, an expression of an old friend came to

my mind. He was acting as Superintendent of Common Schools at the time in a neighboring municipality; and speaking of the state of the schools which had come under his immediate supervision, he said, "I find but two school teachers in all this township—the remainder are merely school-keepers." He was evidently not paying a very high compliment to their professional abilities; for being personally acquainted with some of those to whom he referred, I could imagine what were his ideas of the comparative ability and teaching qualities of those by him designated school keepers. That expression was not used in derision, but rather denoted his lament at the low state of the school intellectually, and at their teachers' unfitness for their calling; but he pitied the children, for their time was worse than wasted; they were forming bad habits of study.

Having been a teacher himself, and one of more than ordinary ability, he could not help but feel that the schools placed under his care and inspection were very unfortunate. He, however, set himself vigorously to reform them by his example and his counsel.

I am referring now to what took place more than twelve years ago. Since that there has been much progress in the art of teaching, not only in that particular municipality, but in the county generally. Schools now are much better conducted, but that there is still a great want of efficiency on the part of some who hold the office of teacher there is abundant reason to fear, though the Inspector has perhaps too much prudence and politeness to make a charge of that kind against anyone personally, at least against any who are entrusted to his oversight, and is looking up to him for counsel, direction and sympathy.

By these and similar reflections, I was led to choose the subject that I have for to-day's reading; and if by the development of it I can add ever so little to the interest of this Association, I shall be content.

It was the word "school keeper" that particularly struck me as being appropriate, but especially expressive, for in my friend's use of it it seemed to stand for all the errors or deficiencies that prominently occur in teaching or in any teacher's system of management.

They may arise from two sources—either from a want of natural ability to accommodate one's self to that particular calling, or from a want of efficient preparation. Some persons, I have reason to believe, are naturally averse to the company of children; they have no patience with the busy bustle of childhood, no sympathy with the sorrows and trials and temptations of young persons. They too often assume by their treatment of young children that they would have them think and act as young people think and act, and if they do differently, are judged worthy of reproof.

They do not seem to understand child nature; are not able to adapt themselves to the capacities of children, and are in no sense fit for teachers. I do not say that such persons could not cultivate their tastes and dispositions, but they are not intended for youth training, and should they be so unfortunate as to get a school, would be inclined too cruelly in chastisement and relentless in governing. It would not be desirable to be either their horse or their dog, for probably greater demands would be made on their brute nature than it could either understand or accomplish.

In the majority of cases errors in teaching arise

rather from want of proper training, for that there is not so much reason for excuse now as formerly. We have facilities for improvement that teachers ten, fifteen or twenty years ago had not. I hope and believe the time is not far distant, when every school will be *teacher-training* in its essential character, for the essential character of a good teacher is that he understands how to teach his pupils *how* to teach themselves; then every Common School will, in a certain sense, be a Normal School; for I maintain that no person is able to teach others profitably, unless he knows how to teach himself, and it is only when we are able to impart intelligibly to others what we have learned that we can be able to say that we *know* what we have learned. Give a child the privilege of imparting frequently to others what it knows, and it becomes a test to itself of its own progress. But I am digressing. I may say that there were some teachers in those times to which I have referred who labored just as hard and sacrificed just as much as teachers do now; but there were much greater opportunities for imposition than there are now. Some of them were in the profession in those days who knew comparatively nothing of English Grammar, who could not explain simple proportion, who could not even work the questions of the book, except with the assistance of a key, and woe to the boy who dares to steal or even hide it. They seemed to think that their principal mission was to flog and torment children, and to keep them in servile submission. Such school-keepers were too common then, and from what I hear I fear there may yet be found an occasional specimen. They are known generally by their migratory habits, brazen faces, and short terms of service. We had some noble fellows, though, in the profession in those days; and there were ladies too, who labored as best they could for the good of the children, who felt the responsibility of their charge, and ever ready to give a helping hand, but there was a defect in their adaptability; they could instruct by the help of books, but they did not know how to educate, they did not understand the art of teaching how to learn or how to study.

A pupil had no business to ask for help except through the book, the book was the principal means of access to the teacher. If the pupil had no book he had no means of mental contact with his teacher, he had no right even to class membership. We learned everything principally by the aid of books; we learned grammar from the books, arithmetic from the books, and geography only from the books.

About sixteen years ago there was a school examination in a neighboring section. The teacher was an American lady, evidently conscious of the superiority of the Yankee system. There was a crowded house to witness the doings.

Her method was to sing almost everything except the reading, and that was performed in concert, the teacher taking the lead; the letters of the alphabet were sung, the multiplication table was sung, and the geography was chanted.

There was much pleasure and gratification expressed by several visitors at the marked progress, but, mind you, I had an opportunity of knowing that that multiplication table had to be learned over again; indeed it had not been learned thoroughly at all before.

It was a very marked example of not encouraging children to help themselves. The teacher was capable of amusing her pupils, and they seemed

much attached to her. She was evidently sincere and desirous of accomplishing something, but she did not comprehend the nature of the material she was dealing with. She thought she was about perfect in her calling, but the result proved that she was ignorant and deficient, especially in those qualities that constitute the making of a first-class teacher. She was not so much to be blamed as pitied, and would have made a good teacher if she had only been trained—if she had only known how. She was somewhat like a blacksmith I once employed to set a buggy tire. He was conceded to the brim, and boasted of superior skill, but showed by the result of his work that he was ignorant of the contracting and dilating quality of iron, as well as of the comparative non-resisting power of wood, for he spoiled that wheel; he did not understand the nature of the material he was dealing with; he was a cheap workman, but I paid dear for the whistle.

A very practical lesson might be learned from the robin in the treatment of her young. You will notice that as soon as they are fledged sufficiently to fly only a few feet, no matter how high the nest, she hustles them out to practice with their wings before they can take care of themselves or keep out of danger; but while she is defending them from harm, she constantly teaches them by her example how to fly and how to seek their food; but notice, she thrusts them upon their own resources as soon and as fast as possible.

A child can never learn to walk well that is always led by the hand; the boy never learns to swim who constantly takes a support with him as he goes into the water. Your boy will never be a boatman, though he sails a hundred years, so long as he leaves to others' skill the management of the oars. It is well enough to see how others row; it is well enough to learn the comparative specific gravity of water and air, and wood and iron, and human flesh, theoretically, but he must learn to paddle his own canoe if he desires to become a captain.

Nearly all of you have probably lived on a farm, or at least you know something of farm life. You have no doubt heard some farmer boast of how much wheat, or corn, or barley, or whatever it may be of grain, he grows yearly. Did you ever feel like saying to him—"Did you, indeed? I would like you to tell me how you make corn grow." "Well," he says, "I will. In the first place, I choose a field whose soil I think naturally best fitted for corn; I plow it, manure it, roll it, plant it, plaster it, and hoe or cultivate it. There is no trouble about growing corn," he says. All very well, but if I say to him, "Why don't your neighbor grow as good corn as you?" he says, "I will tell you; my neighbor has just as good soil as I have, and puts on as much manure and plaster, and works just as hard as I do, but he does not understand farming. He chooses a field with soil not adapted to corn. He plows it when it is too wet, hence it does not become mellow, and the manure cannot be thoroughly and intimately mixed with the soil, and is not therefore rendered fit food for the young and tender plants. Some were overfed, and became sickly; others did not get enough, and did not grow at all. Corn, in order to do well, must have the food necessary to its growth properly prepared for it where you intend to plant it. It must be within its reach in order to assimilate it or appropriate it as food. That is what I mean," he says, "by growing corn."

So it is with the human intellect; it grows principally by its own action. The Creator has so constituted it. Every individual must for the most part educate himself. Teachers are helps; so are books, but the work is his own. The farmer does not make the blade of corn grow; he only feeds it, and that is all he means by growing corn.

So with the child; it will educate itself if you manage it properly, and if it never learns to educate itself, it will never become educated in the true sense of the term.

Don't give a child food (I mean mental food) that it cannot or will not digest or assimilate, or, if you please, appropriate to its own mental growth. If you do, it will surely become a mental dyspeptic.

When you enter a school-room and find a teacher almost distracted by a set of little five-year-olds, trying to teach them the alphabet by pointing out to each individual child each individual letter, and naming it and compelling the child to name it after him, in order to remember it, don't you think that teacher deserves pity? But don't the children deserve more? If they learned those letters at all, it was by a simple effort of the memory; there was no arousing of the intelligence, no association of ideas.

Who of us has not some painful recollections of A B C life? Not very long ago I witnessed the misery of a set of little boys who were trying to get a spelling lesson that had been assigned them.

It was evidently an irksome task to remember just how to spell such words as "palladium," "isosecles," "isothermal," "cephalopodous," and a whole string of similar words that they would not probably meet with in their course of studies for three or four years to come.

It seemed not only an absolute waste of time, but a positive injury, for they were words that the little fellows could make no use of; but the teacher said it was cultivating the memory. That seemed about as sensible as a fruit-grower, who would cut back all the boughs of a tree but one, and so producing a one-sided, disproportioned, ungraceful, monstrous limb, rather than a tree. A sensible man would train it and prune it, so that it would grow erect and well balanced, and become an object of healthy attraction.

Our object should be to cultivate the budding intellect symmetrically, to call into action as many of the undeveloped faculties as possible. It is very much with the mind of a child as with its body; confine one of its arms and allow it to exercise the other only, the latter will develop its muscle and strength, while the other will waste and grow feeble. Sometimes we hear a teacher apologizing for want of thoroughness in a certain class in this way. He says, through error of judgment on the part of some former teacher, this boy has been advanced to the third book when he should be in the second; or, that boy is working interest when he ought to be in recitation, and it will not do to put him back, as it would seem to him and his parents as retrograding, and the school would get a bad name. Is not that teacher wanting in moral courage who can sacrifice his convictions to the whims of others? He need not act arbitrary, only prudently and reasonably, to accomplish the end desired. Two results are likely to follow. One is, that the teacher may lose his reputation, and the other is, that that boy will not probably ever make an accurate scholar. He is laying the foundation of superficial habits that will cling to him through life. It

is nonsense that a teacher dare not do as he ought; he is degrading his profession.

Perhaps it is not out of place just to refer to one manner in which history is too often taught in our Common Schools. It seems for the most part an effort to recollect dates of births, of marriages and of deaths, of battles, of victories and defeats, besides of the numbers killed, wounded and taken prisoners. Seldom is a moral inferred or a principle deduced; consequently, it is too often felt to be a dry and irksome study. It is much to be regretted that our young people do not study history more profitably. Historical studies are kept far too much in the background, and are valued much too little. The student of history has the advantage of the tourist if he only knows it. He may, without the cost of transportation, be introduced into new states of society; he may see new passions and hear new modes of expressions. His mind may be enlarged by contemplating the wide diversity of laws, of morals and of manners.

Some persons study history like some excursionists that I know of, who went to the Centennial and returned with minds as contracted as if they had never stepped from their own market town. They saw the big engine, the big horse, the big gun and the big house; they had become fully satiated in a day or a part of a day's seeing, but were no wiser for their pains and their expense. The beautiful paintings had no attractions for them; the vast, complicated machinery produced no admiration; the varied contrivances of human skill as labor-saving implements were merely specimens of humbug to swindle them out of their money. True, they were to the Centennial, but they could hardly say that they saw the exhibition. Most people, says Macaulay, look at past times as princes look at foreign countries. More than one illustrious stranger, said he, has lauded on our shore amid the shout of a mob; has dined with the King; has seen the Guards reviewed; has cantered along Regent street; has visited St. Paul's and noted down its dimensions, and has then departed, thinking that he had seen England. But of the vast and complicated system of society, of the fine shades of national character, of the practical operation of government and laws, he knows nothing. If we wish to study English history, we would go at times with Dickens into the crowds of the exchange and the coffee-houses; we would obtain admittance to the convivial table and the domestic hearth; it would not be unprofitable to visit with him the schools and schoolmaster of Ender.

I may be wrong, but I look at the novels of C. Dickens and Sir W. Scott as a good supplement to British history, and, in connection with it, to be read at all times with pleasure and profit. One thing more I wish to say; it is this:—A slur has been cast upon our noble school system by the separate school advocates in calling it a godless system. There may be at best an appearance of truth in that charge, for there is scarcely a question discussed without a little on either side. It is in the province of the teacher, I think, to meet this charge successfully, if there is only the inclination. The teacher deals with moral agents, and he cannot help but exert an influence, whether he will or not, that will tell upon the child's future history. How important, then, it is that he inculcates into the young and tender conscience those great eternal principles of virtue, truth, love, justice and mercy that characterize and lay at the foundation of true Christianity. Teachers as well as parents are

often too apt to overlook the moral sentiments in human nature, and appeal too much to mental and physical in their system of moral discipline. Let us not forget that youth is to age what time is to eternity, and that the present life is the seed-plot of immortality.

## Scientific and Literary.

**THE METRIC SYSTEM.**—There has been recently incorporated in Boston an association of teachers and others interested in the introduction of the metric weights and measures, under the name of the American Metric Bureau. Art. 2 of its constitution reads as follows: "The object of this bureau shall be to disseminate information concerning the metric system; to urge its early adoption, and to bring about actual introductions wherever practicable. To this end it will secure the delivery of addresses; publish articles; circulate books, pamphlets and charts; distribute scales and measures; introduce the practical teaching of the system in schools; and in all proper ways, as far as the means at its disposal will allow, the bureau will urge the matter upon the attention of the American people till they shall join the rest of the world in the exclusive use of the international decimal weights and measures." This bureau already includes among its members many prominent educators, and its numbers are rapidly increasing. An office has been opened at 13 Tremont Place, Boston, and, as soon as suitable arrangements can be made, branch offices are to be opened in New York, Philadelphia, Chicago and other central localities, where all persons interested are invited to call or write freely in regard to any matter pertaining to the work of the Bureau. Nearly every other nation of Europe having led the way, Russia is about to adopt the metric weights and measures. The special committee which is sitting at St. Peter-burg, at the headquarters of the Russian Imperial Technical Society, have not only come to the conclusion that such an innovation would be useful, but have also emphatically declared that the present is the fitting moment for the introduction of the metric system. They think that the change ought to be accomplished within two years. It is a remarkable fact that Americans, with all their boasted readiness to adopt labor-saving inventions and having led the world in a decimal currency, should be one of the very last peoples of the globe to adopt what John Quincy Adams, in his official report, pronounces the greatest invention of human ingenuity since that of printing, and a greater labor-saver than steam. The metric system of weights and measures has been adopted in France, Germany, Austria, the Netherlands, Southern Europe, and South America, and has been legalized in Great Britain and the United States.

The metric tables are decimal and simply related; for example:

LENGTH.	
10 milli-meters make	1 centi-meter (1/100 meter)
10 centi-meters	" 1 deci-meter (1/10 " )
10 deci-meters	" 1 meter (1 " )
10 meters	" 1 deka-meter (10 " )
10 deka-meters	" 1 hecto-meter (100 " )
10 hecto-meters	" 1 kilo-meter (1000 " )
10 kilo-meters	" 1 myria-meter (10,000 " )

## CUBIC MEASURE—CAPACITY—WEIGHT.

- 1 cubic centimeter or 1 milliliter (1/1000 liter) of water weighs 1 gram (1 gram).
- 10 cubic centimeters or 1 centiliter (1/100 liter) of water weighs 1 dekagram (10 grams).
- 100 cubic centimeters or 1 deciliter (1/10 liter) of water weighs 1 hectogram (100 grams).
- 1,000 cubic centimeters or 1 cubic decimeter or 1 liter (1 liter) of water weighs 1 kilogram (1,000 grams).
- 10 cubic decimeters or 1 dekaliter (10 liters) of water weighs 1 myriagram (10,000 grams).
- 100 cubic decimeters or 1 hectoliter (100 liters) of water weighs 1 quintal (100,000 grams).
- 1,000 cubic decimeters or 1 cubic meter or 1 kiloliter (1,000 liters) of water weighs 1 tonneau (1,000,000 grams).

Any one who will try to write down the common tables of long measure, cubic measure, liquid measure, dry measure, avoirdupois weight, troy weight, and apothecaries' weight, also the cubical contents of the measures of capacity, and the weight of water each one holds, and the weight of a cubic inch or foot of water, may learn why the metric system is coming into universal use.—"*Home and School.*"

**UNIVERSITY LIBRARIES IN GERMANY.**—The *Illustrirter Kalendar* publishes the following statistics of the contents of the university libraries in Germany:—The library of the Berlin University contains 115,000 printed volumes and 40,000 charts. The University of Bonn contains 180,000 volumes, several hundred manuscripts and a large collection of maps. The University of Breslau has 340,000 volumes of books and 2,900 manuscripts. The Erlangen University has 120,000 printed volumes and 1,900 manuscripts, besides 50,000 treatises, 10,000 autograph letters and a collection of designs and engravings. The Freiburg University contains 250,000 printed volumes and 500 manuscripts. The Giessen University has 150,000 printed volumes and 1,200 manuscripts; that of Göttingen 400,000 printed volumes and 5,000 manuscripts; that of Griefswald 70,000 volumes; and that of Halle 100,000 volumes and 1,000 manuscripts. The University of Heidelberg has 300,000 volumes, 70,000 treatises, 3,000 manuscripts, 1,000 charts, a collection of maps and another of engravings. The University of Jena has 100,000 volumes, and that of Kiel 150,000 volumes and several hundred manuscripts. The University of Leipsic contains 380,000 printed volumes and 4,000 manuscripts. The University of Königsberg 220,000 volumes, in addition to about 50,000 double copies of books for the purpose of exchange. The University of Marburg has 120,000 printed volumes, but very few manuscripts. The University of Munich contains 283,500 volumes, 17,500 manuscripts, 3,600 portraits and 3,200 medals. The University of Rostock has about 140,000 volumes, that of Tübingen 280,000 volumes, 60,000 treatises and 2,000 manuscripts; and that of Würzburg more than 200,000 volumes and 2,000 manuscripts. The library of the Strasburg University is said to contain 300,000, of which 5,400 relate to the history of Alsace, and about 500 manuscripts. The *Illustrirter Kalendar* adds that the library of the Vienna University contains 211,220 volumes and 83 manuscripts, and that the library of the Basle University contains 100,000 printed volumes, 4,000 manuscripts and 180 charts.

**THE DIPPER AND ITS MOTION.**—In order to see the dipper in its different positions, and also in that portion of its course which in December it traverses during the daytime, it is not necessary to keep a long watch upon a group, or to study the heavens during those "wee sma' hours ayont the twal" wherein the professional astronomer does the best part of his work. If you come out in the evening (say at about eight) once or twice a week on clear nights, all through the winter half of the year, and a little later during the summer months, you will see the dipper and all the polar groups carried right round the pole. For though, speaking generally, it may be said that they complete a circuit once in every day, yet in reality they gain about four minutes' motion in the twenty-four hours, and thus get further on little by little night after night—gaining an hour's motion in about a fortnight, two hours' motion in a month, twelve hours' motion (or half the complete circuit) in half a year, until finally, at the end of the year, they have gained a complete circuit.

It is because of this steady turning motion or rotation around the pole of the heavens, that the stars of the dipper (say, for instance, the pointers) form as it were a clock in the sky, by which the astronomers at any rate, though also any one who is willing to give a little attention to the matter, can tell the hour within a few minutes on any night in the year.

A few observations made in this way on a few nights during the course of the year, will give a clearer idea of the steady motion of the star-dome (resulting in reality from the earth's steady rotation on her axis) than any amount of description either in books or by mouth.—*Prof. R. A. Proctor, in St. Nicholas for December.*

**THE LIBRARY OF CONGRESS.**—This stupendous collection embraces full 300,000 volumes, being the largest single library in the United States. Some years ago the library of the Smithsonian Institute was merged with the Congressional Library, and has now become a part and parcel of it. These books, comprising works on almost every notable subject, number from 35,000 to 40,000 volumes, and are included in the above estimate. Ancient and modern history embrace the largest collection, containing about an even 100,000 volumes. Biography and travel stand next in order, and show some 80,000. The law department, with its 35,000 volumes, stands third on the list, and of poetry there are at least 20,000. The medical works present a very handsome front of 8,000, and standard novels comprise a carefully selected list of about 5,000. No novels of a lower order than those commonly known as standard are allowed in this valuable collection.

The books of this library are allowed by law to be loaned out to the President of the United States, members of his Cabinet, Judges of the Supreme Court and the Court of Claims, the members of the Senate and House of Representatives, and the diplomatic corps in Washington. The same privilege is also extended by courtesy to many of the gentlemen employed about the Capitol building, and to the clerks of Senators and Representatives, or those who are chairmen of the different Congressional committees. To any other persons, male or female, over the age of 19 years, is accorded the privilege of going to the library and reading at all times that the rooms are open.

**COMMON-SENSE VENTILATION.**—The best practical statement we have met with about ventilation was contained in the remark of a mining engineer in Pennsylvania:—"Air is like a rope; you can pull it better than you can push it." All mechanical appliances for pushing air into a room or a house are disappointing. What we need to do is to pull out the vitiated air already in the room; the fresh supply will take care of itself if means for its admission are provided. It has been usual to withdraw the air through openings near the ceiling, that is, to carry off the warmer and therefore lighter portions, leaving the colder strata at the bottom of the room with their gradual accumulation of cooled carbonic acid undisturbed. Much the better plan would be to draw this lower air out from a point near the floor, allowing the upper and warmer portions to descend and take its place. An open fire, with a large chimney throat, is the best ventilator for any room; the one-half or two-thirds of the heat carried up the chimney is the price paid for immunity from disease; and large though this seems from its daily draft on the wood-pile or coal-bin, it is trifling when compared with doctors' bills and with the loss of strength and efficiency that invariably result from living in unventilated apartments.

**BOSTON PUBLIC LIBRARY.**—The Boston Public Library now furnishes books to the public at ten separate deliveries—the Bates hall and lower hall in Boylston street, six branch libraries, and two deliveries. These last, of which one has been opened at Dorchester Lower Mills, and one at Jamaica Plain, may be called boughs of the branches, for they furnish books from the Roxbury branch as much as the branch is supplied from the central library. The library has now, in all, over 300,000 volumes, and increases by about 20,000 a year. It circulates nearly a million issues annually, and the percentage of books lost is not far from one in ten thousand, or one hundredth of one per cent. Not one single volume was lost of the 307,648 volumes circulated from the South Boston, Roxbury, Brighton and Dorchester branches.

Dr. Hall advocates some rather startling ideas concerning cold air. He is most earnestly against cold bed-chambers, which, he says, imperil health and invite fatal diseases. To this—giving a contrast of some fifty degrees between the temperature of the lungs and the air of the room—the writer ascribes frequent and fatal attacks of inflammation of the lungs, and concludes with the assertion (which will astonish some) that it is even safer to sleep in a bad air all night, with a temperature over fifty, than in a pure air with a temperature under forty. For the bad air may sicken you, but cannot kill you, while the cold air can and does kill very often.

The calculations on the observations made upon the late transit of Venus—which is to settle the question of the exact distance of the earth from the sun—are of such a complicated and elaborate character that it will be some time yet before they will be concluded and made known to the anxiously waiting literary world. The distance of the earth from the sun is generally given as 96,000,000 miles, but experiments on the absolute velocity of light have led astronomers to the belief that it is only about 92,000,000 miles. Have patience!

## 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.

Send Solutions before 15th inst., to receive attention, and address the Editor as above.

When sending solutions, correspondents will please send each month's problems separately.

The names of those who solve the several problems correctly will be published with the solutions thereof.

The solutions of all problems published in this department will be printed in the second number following that in which the problems appear.

### Solutions.

No. 26,—

By a condition of the question  $\frac{1}{2}$  of the cost of the horse + \$25 is the cost of the buggy; to which add \$25 (cost of harness) and we have  $\frac{1}{2}$  of the cost of the horse + \$50 =  $\frac{1}{2}$ , or the cost of the horse. Therefore  $\frac{1}{2}$  -  $\frac{1}{2}$ , or  $\frac{1}{2}$  of the cost of horse equals \$50. If  $\frac{1}{2}$  = 50, then  $\frac{1}{2}$  = 25, and  $\frac{1}{2}$  = \$125, cost of horse;  $\frac{1}{2}$  of 125, + 25, = \$100, cost of buggy, and \$125 + 100 + 25 = \$250, the cost of all.

No. 27,—

If the two flocks were equal, the average price would be \$5. But the \$6 flock contained 20 extra sheep, each costing \$1 above the average. Therefore all the sheep cost \$20 above an average of \$5. He sold them at \$30 profit. That is for \$20 + \$30 above the average. Therefore an advance of  $\frac{1}{2}$  in average price realizes \$50. ∴ Number of sheep equals  $50 \div \frac{1}{2}$  = 100. Sum of two flocks = 100, and difference = 20. ∴ Flocks are 40 and 60 in number.

No. 28.—

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

$$x^2 - \sqrt{x^2 - 1} = \sqrt{x^2 - 1}.$$
 Squaring we get

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

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

$$x^4 - 2x^2 + 3x^4 - 2x^2 + 1 = 4x^2 = 4x^2$$

$$x^4 - 2x^2 - x^4 + 2x^2 + 1 = 0.$$

Extracting the square root we get

$$x^2 - x^2 - 1 = 0.$$

$$x^2 - x^2 = 1, \text{ from which } x^2 = \frac{1}{2} + \frac{1}{2}\sqrt{5}.$$

$$x = \pm \sqrt{\frac{1}{2} + \frac{1}{2}\sqrt{5}}.$$

No. 29,—

A cubic inch of water, at the common temperature of 60° Fah., weighs 0.03616 of a pound avoirdupois. Hence the vessel may be sunk as many inches as .03616 lbs. is contained times in 170 lbs. That is depth =  $170 \div 0.03616 = 4701\frac{1}{2}$  inches = 391 feet,  $9\frac{1}{2}$  inches.

No. 30.—We have received no correct solution of this problem yet, and by the request of several teachers, will not give its solution until next month.

CORRECT SOLUTIONS have been received as follows:—

Nos. 21, 22, 23, 24, 25, F. W. M., Port Dover; Geo. F. Payne, Burford; Peter Pounder, Arnprior; A. G. Henderson, Ashburn.

Nos. 22, 25, Thos. McCarthy, Downeyville.

Nos. 21, 22, 23, H. M. Hicks, Trenton.

Nos. 21, 23, 24, A. H., Toronto.

Nos. 21, 22, 23, 25, Chas. Fuller, Madoc.

The above were received too late to appear in the December No.

No. 26, Lizzie Keachie and Jennie Moffat, pupils S. S. 21, N. Dumfries; R. Acton, Ashton; A. F. McLean, McGillivray; Geo. Tyler, London; Geo. A. Robertson, Verschoyle; J. M. Duncan, Forest.

No. 26, 27, Allan F. Pringle, Galt; C. L. Crasweller, Spence; R. M. Pascoe, Bowmanville; G. W. Marriott, Jura; Frank Hansel, Smithville; Henry W. Hoover, Selkirk; M. Church, London; Thos. McCarthy, Downeyville; A. Dorsett, Comber; W. S. Mellis, Lucknow; Lizzie S. Walker, Amanda Walker and Angus Graham, pupils of Glencoe school; Geo. Phillips and Ebenezer V. Cady, Verschoyle; John Anderson, Marnock; J. McKenzie, Lorne; No Name, Sunbury; G. B. Boggs, Marsville.

Nos. 28, 29, A. H., Toronto.

No. 26, 27, 29, A. S. McGregor, Avonbank; Thristram Chislett, Walkerton; J. F. Aitken, Watford; Thos. Hammond, Selkirk; Chas. Fuller, Madoc; H. M. Hicks, Trenton; A. Stevenson, Markham; P. G. Kimmerly, Napanee; J. H. S., St. Thomas; Bonus Puer, Beverley; P. George Kavanagh, Jarvis; R. Coates, Lowville; Theophilus Hall, Markdale; Thos. Cameron, Arkona.

No. 26, 27, 28, Geo. F. Payne, Burford; Robt. Drinnan, Elmssvale.

Nos. 26, 27, 28, 29, James Millar, Grimsby; John Anderson, Severn Bridge; Wm. Johnston, Watford; Joseph Richardson, Innerkip; Peter Pounder, Arnprior; Thos. Worden, Cromarty; A. G. Henderson, Ashburn; A. B. Blanshard; Dr. Campbell, Principal King-st. school, London; G. W. Priest, Ayr.

### Problems.

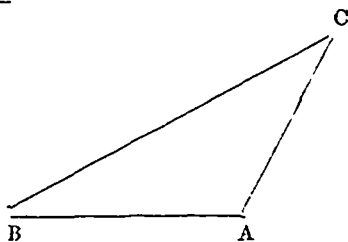
No. 36,—

$$\text{Given } \left\{ \begin{array}{l} \frac{x + \sqrt{x^2 - y^2}}{x - \sqrt{x^2 - y^2}} = \frac{17}{4} \\ x(x+y) = 52 - \sqrt{x^2 + xy + 4} \end{array} \right. \text{ to find the values of } x \text{ and } y.$$

No. 37,—

A can do a piece of work in 18 days, B can do it in 30 days, and C in 33 days; the work is to be done in 25 days; each of these three men, A, B, and C, has to do a part of the work, only one working at a time. How long must each work?

No. 38,—



In the triangle A B C, the side B C is 75, the

side A C is 40, the angle A B C is  $37\frac{1}{2}^\circ$ . Find the side A B.

No. 39.—

Proposed by William Johnston, Watford, Ont. Find all the 5th roots of unity.

No. 40.—

Proposed by Duncan McEachran, Ashgrove, Ont. The elevation of a gun is  $30^\circ 10'$ , with what impetus must a ball be discharged in order to strike an object situated on an oblique plane, its angle of declivity being  $12^\circ 45'$ , and the distance of the object 3256 feet.

No. 41.—

Proposed by A. S. McGregor, Avonbank, Ont. The price of wheat is \$1 20 per bushel; a composition of wheat and oats measuring 11 bushels is worth \$8 90, but if the proportions of wheat and oats were interchanged, it would be worth only \$8 04. Find the number of bushels of wheat in the composition, and the price of oats per bushel. *By Arithmetic.*

The following paper of 10 questions has been sent us by J. G. Hands, Principal of Training Department Jones' Commercial College, London, Ont. We consider it well got up, and will afford a splendid exercise in arithmetic for those for whom it is intended:

TRIAL EXAMINATION PAPER IN ARITHMETIC FOR SECOND CLASS TEACHERS.—(Time three hours).—

Any teacher using the following as a test, is recommended to study the conditions of the questions, and the principles involved, for two hours before commencing the solutions. The amount of paper work necessary, can be easily performed in the remaining hour.

J. G. HANDS.

1st. The interest on a certain sum, for  $2\frac{1}{2}$  years at 7 per cent., is \$5 87 $\frac{1}{2}$ . What is the true discount on the same sum for the same time at the same rate?

2nd. A merchant bought a certain number of yards of cloth at \$2 50 per yard. He sold two-fifths of the cloth at a profit of 25 per cent., and on the sale of the remainder he lost \$15. If his loss on the whole transaction amounted to 5 per cent., how many yards of cloth did he buy?

3rd. A, B and C do a piece of work in two days for which they are paid \$16 50. The ratio of A's work to B's is as 3 : 2, and of C's work to D's as 5 : 3. If B alone could do the work in 11 days, what should C be paid?

4th. A merchant buys a parcel of cotton goods for \$5,000 and sells half of them at 15 per cent. profit. As this rate does not satisfy him, he raises the price from 15c. to 17 $\frac{1}{2}$ c. per yard and sells the remainder. Find his total profit.

5th. I invest \$5,000 in woollen goods and sell 30 per cent. of them at a profit of 16 per cent. If \$1,000 worth are destroyed by fire, and insured at cost price, at what percentage must I sell the remainder to make an average profit of 16 per cent?

6th. Two trains start simultaneously from Lon-

don and another station east of it. If started toward each other they will meet in two hours; if both run east the London train will overtake the other in five hours. Supposing the faster train to run 28 miles per hour, how far is the other station situated east of London?

7th. If a hogshead contain wine and water in the ratio of 3 to 2, how much must be drawn off and water substituted that the wine and water may be in equal proportions?

8. Prove this rule of Commercial Arithmetic: Assume the interest at 6 per cent. for 60 days to be as many cents as there are dollars in the principal; then calculate interest at the given time and rate by Simple Proportion.

9th. A room, the height of which is 11 feet, and the length twice the breadth, takes 143 yards of paper two feet wide to cover its walls, door and window space included. How many yards of carpet 27 inches wide will be required for the floor?

10th. In a rectangular cistern the length is twelve feet, the width  $3\sqrt{5}$  feet, and the diagonal (through the centre of the rectangular space) is 15 feet. Find the weight of water it will contain if a cubic foot of water weighs 894  $\frac{1}{5}$  ounces.

### Answers to Correspondents.

A. D., Toronto, Ont.—We will give the answers of the *First-class Arithmetical Question*, last examination, in our next number.

W O.—We will endeavor to give one question on Trigonometry every month.

J. Sullivan.—No is sometimes an adjective; when placed before a noun it is an adjective, and is an abbreviation of "none," as, *No man*.

Grammarian.—This correspondent wishes us to parse the italicised words in the following sentence: "I sailed *nearly round* the world." *Nearly* is an adverb modifying "round the world"; *round* is a preposition, followed by "world" in obj.; relation—world and sailed.

Thos. Hammond, Selkirk, Ont., requests us to parse the italicised words in the following: 1st, "If I could survive this wound, I would engage to beat three *times* the number I commanded this morning with a *third* of British troops, &c." 2nd, "Alas! decay and the still more remorseless white ants frustrated my murderous intentions, and *all but* left me a *victim* to my strange and active foe." *Three times* the number might be regarded as one word (the same as an established idiom), objective after *beat*; also, a *third* (as one word), objective after *with*; *all but*, an adverb modifying *left*; *victim*, a noun in opposition with *me*, or after *to be* (understood). Or, *times*, a noun governed by *beat*, and *number*, a noun governed by the preposition "of" (understood); *a*, an adjective (numeral) qualifying "third"; *third*, a noun governed by the preposition *with*; *all*, an adverb modifying "but"; *but*, an adverb modifying "left." The word *all but* seems too to have a connection with *victim*. We would like to have the views of some of our teachers and inspectors on parsing the above. Please let us hear from you in time for next number.

Teacher.—We know of no law in Canada de-



priving a teacher of the right to inflict reasonable corporal punishment. He can not be held responsible unless it can be proved that a pupil has been disabled, and the punishment was inflicted in a passion. We would advise teachers to use the "raw-hide" as little as possible.

X. Y. Z.—A teacher is not bound to sweep the school-room or make fires unless he so contracts; the trustees should employ some person to do this service. City schools always have a janitor for such work. A teacher is not exempt from "statute labor" or "road work."

A. G. Henderson, Ashburn, Ont.—We did not receive the solutions of the problems you mention in your note in time for insertion in Dec. No., as your letter was dated Nov. 20th. Solutions must reach us not later than 15th. We quite agree with you in your suggestions respecting solutions, &c.

### Literary Notices.

The profession of teaching, though not usually classed with the professions called "learned," assuredly has pre-eminence right to that distinctive appellation. All other things being equal, that teacher will be most successful whose mind is most richly stored with knowledge. Such a teacher speaks "as one having authority," and his pupils, however young, can readily distinguish him from the routinist whose whole reliance is in the textbooks. And if the aim of education be to form pupils to habits of thinking, of reasoning, and of independent study, no one is qualified to be a teacher who is not a diligent student of the intellectual movements of his time. Now, the distinguished intellectual character of the age in which we live is its scientific activity, and a true education of the young implies giving to their thoughts this special direction. To do this, the teacher must be imbued with the spirit of his age, must be alive to all the phases of scientific progress, so that the very atmosphere of the school-room shall be in sympathy with the currents which sweep through the great world outside.

THE POPULAR SCIENCE MONTHLY aims to interpret and diffuse abroad the results of scientific research, in such form that they may be understood by all. Every branch of natural science is represented in its pages. But, what is of special importance, the relations between natural science and modern life, as involved in the questions of education, morals, domestic economy, sociology, etc., are fully and freely discussed. In this respect the *Popular Science Monthly* stands alone of its kind in this country, and claims the support of the thoughtful throughout the land.

COMSTOCK'S ELOCUTION AND MODEL SPEAKER, by Andrew Comstock, M. D., is a work of genuine merit, and must be seen to be thoroughly appreciated. It contains exercises in elocution, vocal gymnastics, articulation, pitch force, time, gesture, reading and declamation; and the postures of the body are elaborately portrayed by means of the two hundred and sixty-three engravings with which the work is illustrated. A selection of gems in prose and verse by the best authors is added by Philip Lawrence, Prof. of Elocution, in Philadelphia. Messrs. T. B. Peterson & Bros., Philadelphia, Pa., are the publishers of the work, and as it is the most perfect we have ever seen we have every confidence in recommending it for introduction into schools and families.

VICK'S FLORAL GUIDE comes to us fresh and rosy, and far exceeds any of his former productions. The cheerfulness which is imparted to the reader of a single number is worth far more than the subscription price per annum. A beautiful premium chromo—"A Summer Bouquet"—is presented to every subscriber. Although as a florist and horticulturist, Mr. Vick has already an enviable reputation over the whole continent, his popularity is increased by the fact that he continues to offer valuable prizes to be competed for in every State in the Union; this year Canada also being included. The secret of Mr. V.'s success is found in the fact that he has been a liberal and persistent advertiser.

BELFORD'S MONTHLY MAGAZINE has made its appearance, and is hailed with delight by thousands of Canadian readers. The second number is on our table, where we hope to find all its successors, its contents being varied and interesting. The stories are well written and the selections carefully made, while the departments under the heads of "Topics of the Times," "Current Literature," "Scientific," "Educational," and "Musical Notes," bid fair to create for *Belford's* no mean rank among the magazines. It merits a very liberal support, and we trust may receive it.

THE ILLUSTRATED WEEKLY begins its third year with an improved form. The number dated January 6, contains sixteen pages of the choicest family reading and illustrations of the best class. Among the contributors to this number—all of whom have been on the regular staff for the past year—we find the names of James Parton, John Brougham, "Max Adeler," Stephen Fiske, Edgar Fawcett, "Walsingham," "Jennie June," Howard Paul, Janius Henri Browne, Thomas W. Knox and "Rosa Graham."

THE ILLUSTRATED WEEKLY has, in a very short time, attained a very large circulation. It contains all the best features of the *Hearth and Home*, with others peculiarly its own. It may be ordered of any newsdealer, or from the publishers, Messrs. Chas. Clucas & Co., 14 Warren St., New York.

SPELLING BLANKS AND COMPOSITION EXERCISE BOOKS are now being extensively introduced into many of our Public Schools, and will prove a great boon to teachers and pupils. Messrs. Adam Miller & Co., Toronto, Ont., furnish some very fine specimens of each.

### Educational Intelligence.

On Saturday afternoon last there assembled at the High School, Napanee, over fifty teachers, representing the County of Lennox and Addington Teachers' Association, and the afternoon was spent in work of that practical character calculated to improve the teachers in their every-day duties.

F. Burrows, Esq., County Inspector, occupied the chair, and after the usual routine business opening, gave the following address on School Law as it relates to teachers:

He commenced by defining a teacher as one who possessed the necessary certificate of qualification and was actually engaged in the work of teaching some public school. The engagement with trustees should be in writing, and not only in writing, but

under seal, as any teacher who neglected to secure this standing in his own light, for otherwise he could not claim his privileges as a teacher, but would have to come under the law of master and servant, and against the trustees in their individual capacity. In order for an agreement to be legal and binding, it must be both written and under seal, as it is only in this way that a corporation can show its existence as a corporate body. After the engagement has been properly executed, the teacher should enter on his duty with a proper determination to discharge his duties to the best of his ability, and any teacher who does not do so is dishonest, and is obtaining money under false pretences. He should not only teach diligently and faithfully, but should observe punctually the hours of teaching, and comply with all the regulations laid down by the Department of Education for his guidance.

Next, he should keep a careful record of all the business of the school, in the register, and should keep a class book in which should be recorded the daily progress and standing of each pupil in recitations, punctuality, order, &c. There was a great laxity among teachers in this respect, as it is frequently impossible for trustees, in case a teacher leaves, to fill up the report, owing to the teacher neglecting to attend to filling up the summary statements on the inside pages of the cover of the register. If proper care is taken to make monthly entries in the summary, no trouble is experienced in making up the semi-annual and annual statements; otherwise it is a mere matter of guess-work, which is very dishonest to the Department, and to the country. The general register provides for a complete record of a pupil's history, there being a column for noting even his destination to a trade or profession.

As to the question of discipline, the teacher is required by law to maintain order and discipline; and how to do this is left greatly to his own discretion. Some try moral means, others will resort to force; but in case any teacher abuses his privilege of corporal punishment, he becomes amenable to the law. There were at one time grave doubts as to the legality of corporal punishment, and in this town about a year ago the question came up, and it was found that the teacher had full authority to use corporal punishment. By the Common Law of England, under the head of Justifiable Assault, the parent is allowed to correct his child, and the schoolmaster his pupil, and our law confers this privilege on the teacher by implication, as it requires him in maintaining order to use such means as a judicious parent would to secure discipline, and it is well known what course judicious parents take. Undue severity must be carefully avoided, and corporal punishment should be the last resort. Louis XIV., of France, had stamped on his cannon the words, *ultima ratio regum*—the last argument of kings; and on every teachers' rod there should be inscribed—"The last argument of teachers."

The teacher is a public officer, and as such is entitled to be protected in his rights. Thus, if he finds a young man in his school who will not comply with his orders, and whom he desires to suspend, the teacher is empowered to call on the law to assist him in removing the refractory pupil. Again, the teacher is protected from intrusion or interruption by outsiders, and can cause the arrest of a parent or other person who comes to disturb the school.

As to vacations, the law is very clear on that

subject. The teacher is entitled to the vacations succeeding his term of service. In case of any dispute the matter is left to the County Judge, but the teacher has the right of appeal to the Minister of Education, who again is bound to bring the matter before the Superior Court. There is a desire on the part of some trustees to act in a mean manner in reference to vacations, by getting teachers to sign agreements making their term end a few days before the vacations commence. This the teachers can remedy themselves. The speaker concluded by inviting questions in any topics of school law.—*Napanee Standard*.

TEACHERS' INSTITUTE.—W. R. Bigg, Esq., Public School Inspector for Division No. 1, Leeds held a very successful Teachers' Institute at Brookville on Friday 27th October. This is the second time of his holding the Institute there, and the favorable manner in which it is viewed by the Teachers whom it is calculated to benefit was fully attested by the attendance of nearly every Teacher in Leeds and Lansdown Front, and by the unabated interest they manifested throughout the day's proceedings. The morning session was instructively employed by Mr. Bigg in explaining the most approved methods of teaching Arithmetic and Reading to the classes in the Public Schools. He pointed out many glaring defects in the generality of School reading, and suggested the proper remedies, illustrating his remarks by means of selections from various authors. During the afternoon session he gave solutions of all the examples on the Arithmetic paper used in the recent examination of Teachers for Second Class Certificates. His solutions were very plain, short and lucid, and dispelled from the minds of those present the fallacy, that the Arithmetical Problems used at that examination were unwarrantably difficult. At the close of the session the following motion was carried, and resolutions unanimously adopted.

Moved by Mr. W. Goodbody, seconded by Miss R. J. Cornett, that in view of the benefit derived from the Institute, it is advisable to appoint Officers *pro tem* for the more effectual promotion of its aims;

Be it therefore Resolved, that Dr. Law, of Brockville, and E. L. Chambelain, B. A., of Gananoque, be President and Vice President respectively. That W. R. Bigg Esq., be Corresponding Secretary, and H. Kay Coleman Esq., be Recording Secretary.

That a meeting of the Institute be held at Brookville during the ensuing Christmas vacation.

That the four gentlemen named be a Committee to prepare a programme for the occasion, and that a constitution for the government of the Institute, and at the said meeting the regular election and a stallation of Officers shall take place.—*Recorder*.

The semi-annual meeting of the Huron Teachers' Association was held on Friday and Saturday, the 10th and 11th ult. Mr. A. Dewar, I. P. S., occupied the chair. Several important subjects were discussed, among which were "Music in Schools," "Mathematical and Physical Geography," "Provincial Teachers' Association," "Algebra," "Trip to the Centennial," "Lecture on the Art of Reading," by Professor D. C. Bell, of Brantford. Mr. Bell pointed out the beauties of good reading; showed how the voice of the child was perfect in

inflection, and that bad elocution commenced in the school room and was carried from thence into the pulpit and the bar. Elocution ought to be intelligently taught in every school. From a hygienic point of view reading was of great importance, as the proper exercise of the lungs rendered them less liable to disease. The lecture was illustrated by several selections, which were given with great force and pathos. Mr. J. R. Miller, J. P. S., gave a very interesting sketch of his trip to the Old Country, and the places of historic interest he visited. Referring to the school system, he was not prepared to give it all the praise that some claimed for it. In one school in Scotland he found six teachers attending to their classes in the one room, which every teacher must know would prove a very annoying situation. Writing, he found, was much in advance of what was attained in Canada; enunciation was more perfect, and singing was good. In London he visited one school where 1,600 scholars were being taught. Principal teachers were better paid than in Canada, assistants were not so well remunerated, but their salaries increased with their experience. The system of grading salaries was done upon the work performed and promotions made, and not upon the attendance, as in this country, and the consequence was that cramming occurred to an injurious extent. As a result of his trip, Mr. Miller declared that his love for Canada was more ardent than before, and his admiration of the Canadian educational system greater than ever.

**COMPETITIVE EXAMINATION.**—The competitive examination for the township of Biddulph was held on Saturday, 16th Dec., at Lucan. Notwithstanding the bitter inclemency of the weather, quite 120 competitors appeared.

The minimum number of members from each class, 1st, 2nd, 3rd, 4th and 5th, had been, at a meeting held in April, fixed at three; the maximum, six; attendance, at least 50 days; the examination papers to be framed in accordance with the authorized programme.

The Township Council granted \$40, with part of which an excellent assortment of prizes was selected at the Depository in connection with the Education Department. The prizes were given for general proficiency, except specials for penmanship and drawing. Besides teachers and parents from the township and village, there were present, who acted as examiners, Messrs. W. K. Atkinson, Ailsa Craig, J. Radcliffe, J. W. Hodgins, W. B. Albott, W. H. MacFarlane, J. McLaughlin and the Inspector.

Those who wish may obtain printed sets of the examination papers by remitting six cents to Mr. J. Dearness, Inspector, London.

The Ottawa Public School Board, at a recent meeting, adopted, after discussion, the following resolution:—"Whereas, in the opinion of this Board, the subject of studies prescribed for the higher classes in the Public Schools embraces so many subjects as to create confusion in the minds of young students, and are, many of them, of such a character as can be profitably pursued only in the higher institutions of learning, and by those who desire and are able to secure a liberal education; and whereas, it is the opinion of this Board that our Public School system should aim at imparting a thorough knowledge of fundamental branches

rather than a mere smattering of no practical utility of the higher scientific studies; therefore resolved, that the School Committee be and are hereby instructed to communicate and submit to this Board for adoption a protest addressed to the Minister of Education, respectfully calling his attention to the desirability of revising the lesson table, with a view to carrying out the spirit of this motion."

"**EDUCATION SOCIETY OF EASTERN ONTARIO.**"—At the meeting held for the organization of this society, a constitution was adopted, article VI. of which provides that the officers of the "Society shall be a President, three Vice-Presidents, Recording and Corresponding Secretary, a Treasurer and seven Directors." In accordance with this article, the election of officers was held, with the following result:—Mr. McMillan was elected President; Mr. Slack, I. P. S., 1st Vice-President; Mr. McGregor, Almonte, 2nd Vice-President; Mr. A. Smirle, 3rd Vice-President; Mr. Parlow, Recording Secretary; Mr. Riddell, Mathematical Master of the Normal School, Corresponding Secretary; and Rev. T. D. Phillips, Treasurer. Messrs. Steele, I. P. S., MacCabe, Principal of the Normal School; Dawson, Belleville; Thorburn, and Bigg, I. P. S., were appointed Directors. The Rev. Mr. May had been appointed Director, but resigned in favor of Mr. Bigg, on the ground that the Directorate was too largely composed of Ottawa men.

After discussing the propriety of confining the power to grant 2nd class certificates to the Central Committee only, the Society adjourned, to meet on the 8th of August at Brockville.

**PUBLIC SCHOOL TEACHERS' CERTIFICATES.**—The November number of the *Journal of Education* gives the statistics of the July examinations of 1876:—

There were 76 candidates for 1st class, 129 for 2nd, and 3,580 for 3rd—in all, 4,485; of whom 11 succeeded in obtaining 1st class, 122 2nd, and 1,668 3rd—1,801 in all. About 15 per cent. of the 1st and 2nd class candidates were successful, and 50 per cent. of the 3rd.

Middlesex sends the largest number of candidates—234 (exclusive of London city). Three other counties send over 200 each—Simcoe, 222; Wellington, 212; Grey, 203.

The percentage of successful candidates is exceedingly various. In Russell, all the candidates succeeded; in London (city), 83 per cent.; in Kingston, 75 per cent.; in Northumberland, 66 per cent.; over the whole Province, 46 per cent. Simcoe passes the largest number—120.

The Middlesex County Council, at the December meeting, carried by a majority of 35 to 3 a motion instructing their Petitioning Committee to draft a petition to the Local Legislature praying that no alteration be made in the Public School Law, making the establishment of Township Public School Boards compulsory; also, that the Easter vacation be abolished, and further, that the Midsummer vacation do not exceed one month.

The library of the University of Heidelberg has on its shelves 300,000 volumes, 70,000 treatises, 3,000 manuscripts, and 1,000 charts, besides a collection of maps and another of engravings.

The first regular meeting of the North Middlesex Teachers' Association was held in the school house, Ailsa Craig, Nov. 11th. A form of constitution and by-laws was discussed, and carried. The President, Mr. Rutherford, read an able essay on "Individual and National Progress." A discussion on "Geography" and also on "Writing" followed. Messrs. Radcliffe, Amos, Hobbs, Atkinson, the Secretary and several other gentlemen taking part in the same. The programme for next meeting was drawn up, and considerable other business transacted. The meeting was quite a success.

**SOUTH PERTH INSPECTORSHIP.**—We congratulate our friend, Mr. J. Moran, on his appointment as Public School Inspector for South Perth. The people of that inspectorate have reason to congratulate themselves on securing a gentleman whose extensive experience and natural ability well qualify him for the duties of so important and responsible an office.

Messrs. McMurchy and J. E. Tom have been appointed to the vacancies occurring in the St. Mary's High School.

**CERTIFICATES EXPIRING IN DECEMBER, 1876.**—His Honor the Lieutenant-Governor in Council has approved the recommendation of the Honorable the Minister of Education, that the third-class certificates granted for three years, and expiring in December, 1876, be held valid until the following July. The recommendation was made on the ground that teachers whose certificates expire in December have no opportunity of being examined until July.

The Collegiate Institute of St. Catharines receives a grant of \$1,500 from the county proper, \$2,800 more from two separate townships, besides the grant from the city. The County of Wentworth gives to the High School at Waterdown an amount equal to three-fourths of the Government grant. The township of Flamboro' provides \$300 more than the grant from Government. One High School receives \$600 a year from the County Council, specially for the purpose of affording means whereby teachers may be trained.

The *Uxbridge Guardian* draws the attention of parents to the necessity of paying more attention to school matters and taking greater interest in the selection of suitable trustees. More than half the taxes of the municipality, it is said, go for the support of education, and all who pay these taxes should take a personal interest in watching the manner in which they are expended.

The *Charlottetown Patriot* admits that Common School education is in a low condition in Prince Edward Island, and feels disposed to think that the blame for this state of affairs rests mainly on the people, who have grown quite apathetic on the subject of education.

The *Brantford Expositor* considers the election of school trustees a matter of as great importance as the election of councillors, and regrets that the ratepayers as a rule know very little about and take very little interest in the disposal of school moneys.

Mr. H. Dickenson, late Principal of the Newmarket Public Schools, has been appointed Principal of the Stratford Public Schools, vice Moran, who has received the *Inspectorship of South Perth*. We congratulate both upon their preferment.

Only 40 pupils are allowed to a teacher in the schools of New Bedford, Mass.

The Kingston *Whig* reports that the scheme for the establishment of a Female High School in that city is meeting with marked encouragement, between 60 and 70 pupils having already been promised.

The Oshawa School Board has received from the Department of Education a communication urging the necessity for pupils passing the Intermediate Examination prior to being admitted into the Upper School.

The County of Lanark, in 1875, paid \$28,161 for teachers' salaries; had school property valued at \$71,779; 123 school houses, and 6,474 children between the age of 5 and 16.

An appointment has been made to the head mastership of the Orillia High School in the person of B. M. Brisbin, B. A. (A.), who is at present head master of the Campbellford High School.

The total invested funds of Howard University amount to \$3,188,218, and the gross income to \$218,715.

The Royal Library of Paris contains 1,700,000 volumes, 1,000,000 engravings and maps, and 120,000 medals.

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## Selected.

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### Flowers.

Flowers have been called "angels smiles," and no name is more appropriate for such pure and lovely things. They flash out in the darkest and most forbidding places of earth, and run riot among the ruins of the proudest achievements of man, trailing their delicate tendrils and throwing out their richest fragrance over the crumbling tower and tottering castle. As the worn and weary wanderer gazes sadly on the decaying monuments his brother man has reared, they with their starry eyes smile upon him from every yawning seam, and by their beautiful presence divert him into admiration of the exquisite picture they present. Amid the sterile mountain crags, where they can gain but a scanty foothold, they nod lovingly to the foot-sore traveller as he climbs their rocky steeps. In the depths of the sombre forest, trod only by the timid deer, or prowled by beasts of prey, they revel in all their glad beauty. They gem the billowy prairie, and, as one gazes over its vast expanse, noting their countless petals tossing in the air they perfume, his heart should rise in gratitude to the loving Creator, who has scattered thus lavishly, even in the roughest pathway, such forms of beauty, so grateful to our mortal senses. We should all learn a lesson from our flowery friends, striving to fill our lives with so much of loving, tender acts, that like the lovely flowers, our presence may bring joy and gladness to sorrowing unfortunates, that when the summer of our lives is passed, and we, like them, are laid away in our snowy winding sheets, the memory of our noble deeds shall rise like a rare perfume in the hearts of those whose pathway we have brightened by our presence.

The discovery by the astronomer Huggins that the so-called fixed stars are moving, some from, and others towards the solar system, is one of the most wonderful achievements of science.

**Roman Magnificence.**

If anything was wanted to give us an idea of Roman magnificence, we would turn our eyes from public monuments, demoralized games and grand processions, we would forget the statues in brass and marble, which outnumbered the living inhabitants—so numerous that one hundred thousand have been recovered and still embellish Italy—and would descend into the lower sphere of material life—those things which attest luxury and taste—to ornaments, dresses, sumptuous living and rich furniture. The art of using metals and cutting precious stones surpassed anything known at the present day.

In the decorations of houses, in social entertainments, in cookery, the Romans were remarkable. The mosaic, signet ring, cameos, bracelets, bronze vases, couches, banqueting tables, lamps, chariots, colored glass, gilding, mirrors, mattresses, cosmetics, perfumes, hair dyes, silk ribbons, potteries, all attest great elegance and beauty. The tables of Thuguroot and Delian bronze were as expensive as the sideboards of Spanish walnut, so much admired in the great exhibition at London. Wood and ivory were carved as exquisitely as in Japan or China. Mirrors were made of polished silver. Glass cutters could imitate the colors of precious stones so well that the Portland vase, taken from the tomb of Alexander Severus, was long considered as a genuine sardonyx; brass could be hardened so as to cut stone.

The palaces of Nero glittered with gold and jewels. Perfumes and flowers were showered from ivory ceilings. The halls of Ehogoculus were hung with cloth and gold, enriched with jewels. His beds were silver, and his tables of gold. Tiberius gave a million of sesterces for a picture for his bed-room. A banquet dish of Desillus weighed five-hundred pounds silver. The cups of Druses were of gold.

Tunics were embroidered with the figures of various animals, Sandals were garished with precious stones. Drinking cups engraved with scenes from the poets. Libraries were adorned with busts and tortoise shell, and covered with gorgeous purple.

The Roman grandees rode in gilded chariots, bathed in marble baths, dined on golden plate, drank from crystal cups, slept on beds of down, reclined on luxurious couches, wore embroidered robes, and were adorned with precious stones.

They ransacked the earth and the seas for rare dishes for their banquets and ornamented their houses with carpets from Babylon, onyx cups from Bythnia, curiosities from Numidia, bronzes from Corinth, statues from Athens—whatever, in short, was precious or curious in most distant countries.

**The Poetry of the Locomotive.**

Not long ago an engineer brought his train to a stand at a little Massachusetts village where the passengers have five minutes for lunch. A lady came along the platform and said: "The conductor tells me the train at the junction in P. leaves fifteen minutes before our arrival. It is Saturday night; that is the train, I have a very sick child in the car, and no money for a hotel and none for a private conveyance a long, long way into the country. What shall I do?"

"Well," said the engineer, "I wish I could tell you."

"Would it be possible for you to hurry a little?" said the anxious, tearful mother. "No, madam, I have the timetable, and the rules say I must run by it."

She turned sorrowfully away, leaving the bronzed face of the engineer wet with tears. Presently she returned and said "Are you a Christian?"

"I trust I am," was the reply.

"Will you pray with me that the Lord may in some way delay the train at the junction?"

"Why, yes, I will pray with you, but I have not much faith."

Just then the conductor cried: "All aboard." The poor woman hurried back to the deformed and sick child, and away went the train climbing the grade.

"Somehow," said the engineer, "everything worked like a charm. As I prayed I couldn't help letting my engine out just a little. We hardly stopped at the first station, people got on and off with wonderful alacrity, the conductor's lantern was in the air in a half minute, and then away again. Once over the summit it was dreadfully easy to give her a little more, as I prayed, till she seemed to shoot thro' the air like an arrow. Somehow I couldn't hold her, knowing I had the road, and so we dashed up to the station six minutes ahead of time."

There stood the other train, and the conductor said: "Well, will you tell me what I am waiting for? Somehow I felt I must await your coming to-night, but I don't know why." "I guess, said the brother conductor. "It is for this poor woman with her sick and deformed child, dreadful anxious to get home this Saturday night." But the man on the engine and the grateful mother think the train tell why the train waited.

**Poetry.**

**Old Sayings in a Rhyme.**

As poor as a church mouse; as thin as a rail;  
As fat as a porpoise; as rough as a gale;  
As brave as a lion; as spry as a cat;  
As bright as a sixpence; as weak as a rat.

As proud as a peacock; as sly as a fox;  
As mad as a March hare; as strong as an ox;  
As fair as a lily; as empty as air;  
As rich as a Cræsus; as cross as a bear.

As pure as an angel; as neat as a pin;  
As smart as a steel trap; as ugly as sin;  
As dead as a door nail; as white as a sheet;  
As flat as a pancake; as red as a beet.

As round as an apple; as black as our hat;  
As brown as a berry; as blind as a bat;  
As mean as a miser; as full as a tick;  
As plump as a partridge; as sharp as a stick.

As clean as a penny; as dark as a pall;  
As hard as a millstone; as bitter as gall;  
As fine as a fiddle; as clear as a bell;  
As dry as a herring; as deep as a well.

As light as a feather; as hard as a rock;  
As stiff as a poker; as calm as a clock;  
As green as a gosling; as brisk as a bee;  
And now let me stop, lest you weary of me.

**Rest.***Written for the Companion and Teacher.*

BY LUKE TRACY.

The flower that buds beneath the blast,  
And drops its petals on the breast  
Of waves high swelling, rushing past  
In foam capped billows, finds a rest  
When cloudy terraces give way  
To purer azure, and the air  
Reflects the golden, solar ray  
That viewless zephyrs softly bear.

The buds that dot the meadow's breast,  
With many a rich and fragrant gem,  
Droop low their heads, and sink to rest  
Beneath the starry diadem  
That crowns the silver brow of night,  
When dowy breezes gently creep  
O'er drowsy earth, and seal the sight  
Of nature, in a balmy steep.

The wild bird soars thro' trackless space,  
And waves his feathery pinions o'er  
The cloud capped mountain's craggy face.  
The restless sea, the sandy shore.  
But when the evening's gorgeous dyes  
Deep tint the bright empurpled West,  
He leaves the azure vaulted skies,  
And folds his weary wings to rest.

The flowers, the birds, the beasts that roam  
The forest's wide, expansive breast,  
All things beneath the arching dome  
Of Heaven may find a quiet rest.  
But, heart of Man! oh! who shall find  
A balm to still thy restless strings?  
Oh; what shall lull the tireless mad,  
And bid it droop its daring wings?  
London Jan. 1877.

**A Chapter of Misses.**

The dear little Misses we met with in life,  
What hopes and what fears they awaken;  
And when a man's taking a Miss for his wife,  
He is Miss-led as well as Miss-taken.  
When I courted Miss Kidd, and obtained the first  
kiss,  
I thought, in the warmth of my passion,  
That I'd made a great hit, in gaining a Miss,  
But, 'twas only a Miss-calculation.

For so many Misses surrounded Miss Kidd,  
With me and my love interfering,  
A jealous Miss-trust put it into her head,  
That she ought not to give me a hearing.  
There's a certain Miss-chance that I met with one  
day,

Who near sent my hopes to destruction,  
For she had a suspicion of all I might say,  
And all owing to one Miss-construction.

Deceived by a Miss-information, I wrote,  
The cause of her anger demanding;  
Miss-direction prevented her getting the note,  
And introduced Miss-understanding.  
When to make her my wife I exultingly swore,  
Miss-belief made her doubt my intention;  
And I nearly got wed to Miss-fortune, before  
I could wean her from Miss-apprehension.

But when she no longer would yield to Miss-doubt,  
Nor be led by Miss-representation,  
She had with Miss-like, a serious fall out,  
And to wed felt no more hesitation.  
But when at the church to be married we went  
Miss-take made her fat parson linger,  
And I was so annoyed by an awkward Miss-fit,  
I could not get the ring on her finger.

Having been so Miss-used, I kept a strict watch,  
Though I still lived in fear of Miss-carriage;  
I found out, too late, that unlucky Miss-match  
Interfered with the joys of our marriage.  
Miss rule in our dwelling made everything wrong,  
Miss-management there took her station,  
Till my cash, like the time I take writing my song,  
Was all wasted by Miss-application.

**Work and Play.**

Oh why did you call me, mother?  
I was sitting beside the stream,  
And watching the play of my sailing-boat  
As she danced in a bright bunbean,  
And I tossed the pebbles in, one by one,  
Till the water grew strong and high—  
Then I cheered and cheered, till I almost feared  
I should anger old Bessy hard by.

But, mother, why will you sit and sew  
Through the whole long summer day?  
You'll come and look at my sailing-boat  
As she rides in her miniature bay?  
And when I'm a man, and at sea, mother,  
I'll not let you sit and sew,  
But build you a ship, where the men, mother,  
Shall cheer us wherever we go.

But I cannot now stay if you won't, mother,  
For I promised our Harry, at three,  
To meet him down by the Squire's walk,  
To climb the old chestnut tree;  
And I hear it's two by the minister's clock,  
And my "top-mast" not yet done;  
But half an hour will finish that—  
So—a kiss! and hurrah for a run.

And the boy returned to his sailing-boat,  
While the mother's eyes grew dim  
With tea-s—to think of the coming years,  
When she could not work for him;  
And the coat is worn—and the coat is torn—  
And a ship rides out or the bay;  
But mothers must weep till they fall asleep,  
And work while the children play.

The heat of the strongest furnace does not change the metallic properties of gold; but, by a long-continued application of the violent power of the sun-beams, collected in the focus of a burning-glass, and instantaneously, by means of the electric fluid, it may be calcined, and even reduced to glass.

Diamonds are found chiefly in the kingdoms of Golconda, Vesapour, Bengal, and the island of Borneo. The largest one ever known, belonging to the King of Portugal, weighs 1680 carats, and is valued, although uncut, at £224,000,000. The Emperor of Russia has one valued at £4,354,728 sterling.

## Gems of Gold.

The Jews have remained much the same in all periods, and are the same in all places, because their social institutions are the same. But the Grecians and Romans are as much changed as their governments. The bee and the nightingale, the olive and the grape, remain in their countries because the climate is the same, but not so with the men.

The family of Charles was ruined; that of Cromwell was established; and had it not been for a small gram of sand, which entered the urethra, even Rome would have trembled before him; but when only this atom of gravel was placed in that particular spot, behold, the Protector dies, his family is degraded, and the king is restored.

*The Marine Cemetery.*—The journeying winds may sigh, and the solitary rain-cloud may weep in darkness over the mingled remains which shall have repose till the resurrection morning. But who shall tell the bereaved to what spot their affections shall cling, or on which their tears shall fall as a pledge of unwasted anguish?

Connubial happiness is a thing of too fine a texture to be handled roughly. It is a sensitive plant, which will not bear even the touch of unkindness; a delicate flower, which indifference will chill, and suspicion blast. It must be watered by the showers of tender affection, and then it will bloom with fragrance in every season of life.

What glittering riches, what heaps of gold, what stores of gems, there must be scattered in lavish profusion on the ocean's dark and deep bed! What spoils from all climates, what works of art from all lands, have been engulfed by her insatiable and reckless waves! Has any mortal man the key to this vast treasure-house?

The depth of the sea is sublime; who can sound it? Its strength is sublime; what fabrics of man can resist it? Its voice is sublime, whether in the prolonged sound of its ripples or the stern music of its roar; whether it utters its hollow tones within the labyrinth of wave-worn caves, or thunders at the base of some huge promontory.

Who confers reputation? Who gives respect and veneration to persons, to books, to great men? Who but opinion? How utterly insufficient are all the riches of the world without her approbation! Opinion settles everything. She constitutes beauty, justice, happiness, which is, as it were, the whole of this world.

There are scenes within the sacred precincts of the household, which not the less, because no stranger's eye beholds them, repay, and richly, too, dark days of weary conflict and toil, and long nights of anxious care and deep peril. But who shall paint them? Are they not engraven on the heart of the faithful wife?

*Training of Children*—The instruction of your children cannot commence too early. Every mother is capable of teaching her children obedience, humility, cleanliness, and propriety of behavior; and it is a delightful circumstance that the first instruction should thus be communicated by so tender a teacher.

Our senses will not admit anything extreme. Too much noise confuses us, too much light dazzles

us, too great distance or nearness prevents vision, too great prolixity or brevity weakens an argument, too much pleasure gives pain, too much accordance annoys. We neither relish extreme heat nor extreme cold.

Human life is a perpetual delusion—nothing goes on but mutual deception and mutual flattery; no one speaks of us in our presence as he does in our absence; and few friendships would subsist if each one knew what his friend says of him when not present, although he speaks sincerely, and without prejudice.

*Infant Education.*—A mother once asked a clergyman when she should begin the education of her child, which she told him was then four years old. "Madam," was the reply, "you have lost three years already. From the very first smile that gleams over the infant's cheek, your opportunity begins."

*A Thought for Parents.*—It is poor encouragement to toil through life, as many parents have done, to amass a fortune to run their children. In nine cases out of ten—perhaps in ninety-nine out of a hundred—a large fortune is the greatest curse which could be bequeathed to the young and inexperienced.

Charcoal destroys the taste, color and smell of many substances. Vinegar boiled with it becomes limpid, and it destroys the color and flavor of rum and other liquors; it also restores putrid water and tainted meat. Charcoal fires are dangerous in close apartments, for the oxygen is combined or fixed by it.

*The Young Convict.*—There in the lonely prison, where no father's or mother's voice will greet his ears, must he live the hard life of a criminal for ten long years. May it bring him to deep repentance, and be to all, especially the young, a solemn warning to avoid even the commencement of a life of vice.

The education of children is never to be out of mind. Train them to virtue; habituate them to industry, activity, and thrift. Make them consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them to disdain to be destitute of any useful knowledge.

*A Mother's Influence.*—I often feel, even now, as if my mother were near me, though she has been dead twenty-five years; as if her cheek were laid on mine; her kiss, her warm embrace, are still felt, and the older I grow the more holy seem the influences that surrounded me in childhood.

Domestic happiness! in thy very name are charms which invest thy votaries in the pleasing mantle of quietness, assurance and peace. Within the family circle there is ample room for the full display of this heaven-born virtue—domestic happiness.

Could Johnson have had less prejudice, Addison more profundity, or Dryden more time, they would have been well qualified for the arduous office of a critic. Materials for a good critic might be found in the three, since each had many of the requisites, but neither of them had all.

Rousseau says:—"The empire of woman is an empire of softness, of address, of complacency. Her commands are caresses, her menaces are tears. Verily, under such an administration a despotism would be sweeter than liberty itself."

## Fireside Department.

### How Harry Lawrence Changed his Mind.

By T. H. L.

(Continued from our last.)

A picnic (word suggestive at once of love and discord, feasting and fasting, pleasure and discomfort, flirting and flouting, and a hundred other opposites), and a picnic to Whitsands. A picnic with a small and intimate party who would all hitch-together comfortably, plenty of provisions of the best quality, beautiful scenery, of just sufficiently difficult access to scare off monotony, and splendid weather; what more in relation to a picnic could the heart desire? A picnic to which all the Hall people were going, and at which Kate—well, Kate never said who she expected to meet there, or whether she expected to meet anyone, but her cheek was glowing and her bright eyes sparkling as they drove off. Ada absently responded to Kate's flow of talk by monosyllables. Mr. Lawrence critically scanned the land through which they passed, with an eye directed more to the mode of cultivation than the beauties of nature—more to the varying crops than the varied grouping of the pastoral scene (which, though worthy of description, will not be described, for various reasons). Our hero was anxious and fidgety, and couldn't enjoy either the utilitarian or pastoral view of things.

It is not necessary to describe the details of the picnicing, because the details of picnics seldom vary, and this one at all events was conducted strictly in accordance with the rules prevalent in civilized society, that is to say, they met at the appointed spot, embraced, shook hands, nodded, bowed, or otherwise welcomed each other, according to sex and constitution; then conversed for about half an hour on that conversational sheet anchor of the average Englishman, the weather; then somebody said they were going to boil the kettle on the spot, and that everybody must go and get sticks, whereupon everybody who was interested in the fire went for sticks in the usual way, and those who were too lazy, or who were excused by age or dignity, or other misfortunes, loomed listlessly around; the women talking scan—no, family matters; the men, the crops, politics, and the weather, and, for a change, the weather, politics, and the crops.

On the partial dispersion of the party as described, Ada and Harry walked off together, and Harry, much apparently to the annoyance of Ada, and obviously against her inclination, contrived in a very short time to become separated from the remainder. Ada, who had not been remarkably lively up to this time, no sooner found herself alone with her companion than she became suddenly gay and animated, and talked on all kinds of subjects, and with extreme volubility. This was especially fortunate, as Harry had very little to say for himself, having made up his mind to "make hay while the sun shone," and renew his offer to Miss Fanchler; and, being in a delightful state of uncertainty as to the reception he should get, put in answers at random without the slightest regard to "the eternal fitness of things." As thus:—

"Oh, Mr. Lawrence," Ada began as they parted from the others, "do let us go along the beach. They say you can find such lovely starfish here, and the tide is out now, and it will be so nice. I like them so much, don't you?"

"Yes," half-muttered Harry, following the course of his reflections, "but they will laugh so confoundedly."

"Oh, Mr. Lawrence, what do you mean? Starfish don't laugh!"

"No," said Harry, "I didn't mean starfish, I mean—that is—Miss Fanchler, did you ever—do you like dancing?"

"Why yes, I like dancing ever so much. I think there is nothing so nice as dancing, if you have a good partner. I like the waltz best, don't you?"

"Yes," replied Harry absently, "boiled—that is—I mean—"

"Well, what do you mean, Mr. Lawrence?" said Ada, laughingly, "you really seem to be very inattentive to what I am saying, and I don't think it's right. Now just look at that boat, doesn't it look like a speck in the distance? and how pretty it is when the sun gleams on its sails. Oh, I like the sea so much. Up in London it is very nice and jolly, of course, while the season lasts, but when it is over one likes to come back to nature, and look at cliffs like these instead of monotonous rows of houses, and the glorious sea instead of the dirty Thames, or even the ornamental waters in the parks. Now, Mr. Lawrence, I declare, it's really shameful, you are not attending one bit to what I say."

"No, Miss Fanchler, I really am not, but you must excuse me. I came with you this morning because I have something to say to you, and thought that, as has really happened, I might have a quiet chance of saying it."

"But, Mr. Lawrence, I don't want you to talk, I want you to listen to me."

"But I want to talk," said Harry, "and what I want to say is this: You remember one day saying you should like me to make you an offer of marriage, and you remember no doubt also that I did so, though with reluctance. I made that offer at your request, in sport, now I repeat it, urged by truest love, and in earnest. Dearest Ada, I love you devotedly, will you be mine?—"

"Mr. Lawrence," interrupted Ada, "I am astonished at your presuming to repeat your offer in the very same words you used before, when I expressed a desire, which with you should have been equivalent to a command, to have you practise a better form of declaration. For such contumacy, I forbid you ever to mention the subject to me again, and as you pay so little regard to my wishes I must certainly—"

"Oh Ada," broke in Harry, "do not treat me too harshly. Believe me, I do love you, devotedly and sincerely. I am not versed in the slang of sentiment, nor do I weigh my words, or build skilfully constructed sentences, or make use of hollow flatteries, or any of those dodges. I can only offer you a plain and unadorned love, which, if uncouth, is true. Dearest Ada, do tell me that my love is returned, or that in the future I may hope to win you."

"Oh dear," sighed Ada, with a comical glance at Harry's flushed and earnest face, "why won't you take no for an answer?"

"Because 'no' would be a death-blow to all my hopes, and—"



"I'm afraid, Mr. Lawrence, that you are getting sentimental."

"Will you but say yes or no, and put me out of misery? Believe me, I am in earnest. Say yes, Ada, and make me the happiest man alive."

"That's what I should so like to do, but really I must say no."

"Ada, I can't take that for an answer."

"Then you really must go without one, Mr. Lawrence, I'm afraid. Now be a good fellow, look bright again, stop calling me Ada, and let us go and find the others; and, oh dear, we haven't got any sticks for the fire. Please, Mr. Lawrence, do find some sticks."

So Harry got sticks, and got angry (and who can blame him?). Miss Fanchler watched him at work for some time, and as he returned, looking glum and sorrowful, she asked him to try and look happier.

"Miss Fanchler, I cannot."

"Oh, I'm so sorry." Then after a pause she continued softly: "Are you really then in earnest?"

"Dearest Ada," said Harry, letting fall his sticks excitedly as hope revived again, "I swear—"

"No, no, Mr. Lawrence, don't swear—remember what Juliet said to Romeo, 'At lovers' perjuries, they say, Jove laughs.' Still, you see, if I put your sincerity on trial and you turned out all right, I should still have to say no, and then you would say dreadful things of me, and call me a flirt, and accuse me of giving you encouragement, so perhaps it had better go no further; and now pray let us be friends again."

"Ada, if you will test my sincerity, and give me another chance, I am not so mean as ever to utter a word that would make you regret it. Try me any way you will, and believe no man enough not to insult you for acceding to my request."

"Well," said Ada, "then I will put you to the test, and if you are in earnest you will obey my commands."

"Dearest Ada," said Harry tenderly, making an abortive effort to obtain possession of her hand, "your slightest wish shall bind me like an adamant chair."

"That's very pretty, but apparently it hasn't had any such effect yet. My commands are, first, that you entirely give up smoking, and second, that you publicly retract, at the first opportunity, all you have said concerning the folly of married men. Do you promise?"

"Indeed I do," said Harry warmly, "but what is to be the period of my probation, and what my reward?"

"Your reward, Mr. Lawrence, will be an approving conscience, and your period of probation will expire one week after you have made the public recantation I enjoined, at the end of which time I will answer any enquiries you may wish to put to me in a manner satisfactory to myself, though I fear not equally so to you; and now let us join the others."

On arriving at the Smuggler's Cave, the common rendezvous, they were greeted with a burst of laughing abuse, and the ironical enquiries of "where on earth did you get such a jolly lot of sticks?" first reminded Harry that he had forgotten to pick up the sticks he had dropped. But the raillery soon ceased, after Ada and Harry had taken their seats (a phrase to be taken in a picnician sense), for a very important question was then before the House, and Harry was at once claimed as a welcome ally by the opposition, who was in the mi-

nority. So, Mr. Lawrence, to make everything fair, exclaimed:—

"Ah, Harry, my boy, here's a discussion going on that will suit you exactly, eh? Here we have Mr. Dawes upholding celibacy on the one hand, and Mr. Paton and Mr. Gidley upholding matrimony on the other. Now do you join in with Mr. Dawes, whose views we all know will coincide with yours, and then we'll have a fair fight."

"No! we can't though," said Mr. Paton, a jolly looking and somewhat corpulent man of forty, who was "something in the Dockyard," "there can be nothing fair in their fighting, for all the 'fair' are on our side."

"Mr. Paton," replied the bachelor's champion, indignantly, "the argument is on a serious subject and should not be treated lightly. Now I hold—"

"Thank you," interposed Mr. Gidley, "if you hold, that will give our friend Lawrence a chance."

"Ah-h-h! Don't give Lawrence a chance to speak," came anxiously from Mr. Paton, in a stage whisper, "he sticks at nothing."

"I appeal against this repetition of stale jokes," objected Mr. Dawes. "Mr. Paton may talk lightly—"

"I rise to a point of order," said Mr. Paton. "I maintain that a man weighing fourteen stone, or thereabouts, as I do, cannot be said to talk lightly."

Here a shout of laughter interrupted the discussion, and even the corners of Mr. Dawes' mouth began to twitch, but it soon subsided, as Harry Lawrence was observed to be pulling himself together, and preparing to speak. That Harry was a general favorite, was shown by the applause which greeted him, but the ladies, while they welcomed the speaker, reproached with their eyes the champion of a cause they had scant sympathy for.

"Ladies and gentlemen," commenced our hero, "I have been called upon to champion a cause which—which—(hear, hear) which is dear to the bachelor, and well supported. (No.) But although I have been a warm supporter of single blessedness, and of the greater usefulness and capabilities for work of a bachelor (a voice—late for lunch, and no sticks.), I am so no longer. (Intense surprise of audience at this point.) I have thought a good deal on this subject lately, and have come to the conclusion that a married life is the holiest, the happiest and the best."

This gallant speech created such enthusiasm that Mr. Dawes gave up the contest, and the conversation became less general.

\* \* \* \* \*

At last the picnic was over, and the party from the Hall were soon at home again. Before long an interesting conference was taking place between Kate and Ada in the secret recess of the latter's room. What passed between them history tells not, but the next morning Kate called her brother the "dearest boy alive," and never teased him a bit on his matrimonial turncoatedness. *Verb says* The next week passed rapidly away in a round of drives, rides, picnics and yatching, and the day arrived when Harry was to get his final answer. As soon as breakfast was over, Fate (query, for Fate read Kate) gave him the opportunity he wanted, and he found himself alone in the drawing-room with Ada. Never had she looked so handsome, but never had she appeared so cold and ceremonious as on the present occasion. Harry was a brave fellow enough ordinarily, but now he

courage failed him, and after five minutes of agonising silence this unhappy young man, now in a dreadful state of nervousness, stammered out something about the weather being fine. Ada slightly thawed, coldly said, "Very, Mr. Lawrence," and froze again.

"This won't do, thought Harry, so with a desperate effort he said, "Miss Fauchler, this is the day on which you promised to answer my question."

"What question do you mean, Mr. Lawrence?" Harry, seized with dismay at the idea of having to go over the whole thing again, made another brilliant attempt: "Why, that ques<sup>n</sup> on that you—I mean—that I asked me—that is, you, at the picnic last week, you know."

But Ada wouldn't know. With provoking calmness she said, "I think you asked me several questions that day, Mr. Lawrence; will you repeat the particular one you allude to?"

"Dearest Ada, I asked you to be my wife. I love you devotedly, Ada, will you be mine? My darling, if you love me, as I think you do, do not keep me in suspense. Oh, Ada, say yes, and make me happy for ever."

"Well, I don't exactly know about that, Mr. Lawrence. Are you really sincere?"

"Most."

"Don't interrupt me please. I know you have publicly recanted your absurd notions about married life; have you also given up smoking?"

"I haven't touched."

"A simple yes or no will do, Mr. Lawrence."

"Yes."

"And can't you find any better form of declaration than that?"

Harry smiled at the oddity of the question, but began, "Dearest Ada, no form—"

"A simple yes or no, Mr. Lawrence, please."

"No."

"Well," sighed Ada, "I wish you had; I don't care for that way at all; It isn't one bit like the way they do it in the novels. At all events, you must give me three months to consider the matter."

"Can't do it," said Harry, plucking up courage as he remembered the adage, "The woman who hesitates is lost!" I should be in the grave long before that; the uncertainty of my fate would drive me mad in a week, and kill me in a month."

"Oh my, Mr. Lawrence, how dreadful. But you must at least give me a week."

Harry now, very properly, considered himself master of the situation, so passing his arm around Ada's waist he drew her towards him, and tenderly said, "My darling, I cannot wait so long; tell me now, sweet Ada, that you love me."

A pair of bright eyes for a moment looking into his, then dropped again, spoke in a glance a love the tongue would not reveal. Harry clasped her in his arms, and murmuring softly, "My own, own love," imprinted with passionate fervor on her lips the seal of their betrothal.

After this the reader will not be surprised to learn that (after satisfactory interviews with, by, and between the paternal relatives of the high contracting parties) the day for the marriage was fixed for an early date, that dressmakers and their familiars appeared like magic on the scene, and regulated the male portion of the household to a state bordering on madness, and the female portion to a

condition of ecstatic frenzy, that the wedding (which took place at Maker Church), and the honeymoon (to Switzerland) went off without a hitch, and to this day Harry says that never for a moment has he regretted his "change of mind."

Written for the Companion and Teacher

## Jones' Devotion and its Consequences.

BY MARVIN SEATON.

Mr. Augustus Jones, whose star of destiny had cast his lot in the Forest City since the Western Fair, in the present year of grace and hard times, was a youth who passed for thirty summers among the "swells" of that enchanting place. If Mr. Jones' respected mother had been closely cross-questioned in regard to the precise date her son made his advent in this vale of tears, the venerable lady would have said that interesting event had occurred some forty-three years prior to the Christmas of '66. However, as such an examination was rendered impossible by the eternal absence of old Mrs. J. (for Augustus was an orphan), Mr. Jones succeeded in deluding the ladies of his acquaintance into the impression that he was of the buoyant class of youths whose susceptible hearts had not yet become scared and blighted by a prolonged contact with the asperities of the cold world.

We might state, in confidence, that his wig, teeth, etc., were genuine, having been especially manufactured for him by a fashionable artist of Bond St., old London.

Mr. Jones had several idiosyncrasies. Amongst these were a fixed idea that he was capable of performing anything anybody else could, and that his attractions merited some blooming young lady with a long purse, to solace him and keep him "in sickness and in health" during his declining years. In fact, as he pathetically declared to a fellow-boarder at Mrs. —, on Vanity St., he felt a throe of surprise when he reflected that no fair damsel had yet cast herself destructively at his feet. Then he quoted Byron, sighed and went to bed, with a "night-cap," of course.

One evening, about the 10th of December, Mr. Jones sat in very close proximity to Miss Petroleum, on her father's sofa. Miss Petroleum was young; Miss Petroleum was handsome; Miss Petroleum was rich. Is it any wonder that Mr. Jones' heart throbbled anxiously beneath his irreproachable waistcoat? His hopes were high. He saw himself nearing the goal of his fondest aspirations, and his teeth gleamed brighter every moment, as smiles rippled over his face. Forgetting the warnings of his youthful days, he indulged plentifully in metaphor. In fact, he told several monstrous lies with an easy assurance that would have charmed Talleyrand himself. For the moment he was a diplomatist, and the narrations of his possessions, ancestors, travels, &c., were exceedingly eloquent.

Miss P. was evidently charmed. The self-possession of Augustus would have charmed Diana herself. But, alas! some discordant demon possessed Miss P. to introduce the subject of skating. She waxed enthusiastic on the subject, and of course the hapless Augustus cordially agreed with her.

"You skate, of course," said the fair devotee of the "swau-like" pastime.

"Hum; well, not much since I was a—a— young"—he was going to say "man," but checked

himself, and substituted "boy." "But I assure you, my dear Miss Petroleum, I like it very much."

"Oh! I'm so glad. I'm passionately fond of it. Won't you go with me to-morrow night? I'm sure you'll like it."

"How could I help liking anything you liked? Oh! if the recording scribe of the court of Cupid could—ah—depict indelicately the—the—"

"Hat my father wore," sang Bob, the irresponsible young brother of Miss P., as he burst into the room and stopped the torrent of eloquence.

Eventually it was arranged to go to the rink on the next evening.

"Now do come, Mr. Jones, for that hateful Tom Houston wants me to go. I hate him, I do, and I do so love to make him jealous," whispered his charmer as she daintily responded to his fervent hand-pressure at the door.

Of course Mr. Jones declared he would considerably prefer losing his head than fail to call for her, and with a graceful bow departed.

Mr. Jones did not feel particularly exhilarated on his way home. He had serious doubts as to whether he could even put his skates on; but the prize to be won was something not to be sneered at. Still he reflected bitterly on the probable consequences of to-morrow evening. His dreams were full of anguish that night, and he anathematized his luck in words not to be found in any theological work.

When Mr. Jones sallied out next day to buy a pair of skates, his haggard look testified to his anxiety of mind. He was elaborately clad, but all his paraphernalia of fashion could not conceal the outward manifestation of his inward woe. So pre-occupied was he that when a graceless "hoodlum" on Dundas St. remarked "Shoot the swell!" he bestowed a dime on him under the impression that he had been accosted by a case of heart-rending destitution.

Going into G.'s, he bought a pair of fancy, self-adjusting, lightning Acme skates, which he paid for with a premonitory groan. Then he slowly took his way to the residence of Miss Petroleum. He found her waiting. In the parlor with her were a gay little girl of seventeen, named Rosa Robinson, and the gentleman who was so unfortunate as to be hated by Miss Petroleum, Mr. Tom Houston. Thomas was a handsome, frank-faced young man of twenty-five, and he eyed Mr. Jones' accoutrements with a decidedly supercilious eye. Secure in the hopes which fired his ardent breast, Augustus mentally voted his rival a "cad," and proceeded to bestow his smiles on the ladies. He concealed his agony under an appearance of juvenile gaiety, and almost totally ignored Tom.

When the party arrived at the rink they found it crowded. Jones groaned heavily within himself.

"Oh! what a splendid time we shall have," rapturously said Miss P. to the wretched Augustus.

"Ah! yes, certainly, of course; but really I would almost as soon go for a sleigh-ride, wouldn't you?" said he.

"Why, Mr. Jones, how can you say so? I think this is charming. Oh! dear, I wish we were skating now, don't you?"

"Yes—yes; but isn't it almost too crowded?"

"Not a bit. The more the merrier. Here we are: please put on my skates at once, Mr. Jones."

That hapless individual, I am afraid, swore to himself as he gracefully knelt, and after about fifteen minutes hard labor, with the perspiration

streaming from his brow, succeeded in fastening the steel to her pretty little feet.

"Now, Mr. Jones, put on your's."

"Ah! aw—I think I'll wait a little while. I have a tooth which has just taken a twinge, and I'm afraid I'll have to watch you a while."

"All right," said Miss P., and Tom Houston coming up just then, she seized his arm and they darted away like swallows.

Augustus watched them with a brow worthy of Mephistopheles. As they darted past him, the lady's eyes and cheeks seemed a battery loaded and leveled directly at the heart of Mr. Thomas Houston.

A spirit of grim determination took possession of Jones.

"By Jove," said he to himself, "I can't stand this. Confound that 'cad,' now happy he looks here, you young reprobate, put on these skates," to a hoodlum near him.

The boy, with a grin, complied, and just as the operation was finished, Miss Petroleum darted up to him. Jones slowly, and with trembling knees arose. Determination was written on every line of his face. He was braced for a grand effort. Still he wished to defer the final moment as long as possible.

"Aw—Miss Petroleum, sit down a while; the seats are—are—in short, to sit on."

"Oh!" said the girl, laughingly, "I'm not old or infirm; I prefer not sitting."

Jones started. Could she know anything of his age? Horrible thought!

"Come, Mr. Jones; what are you waiting for? I'm growing cold."

Jones' smile was simply ghastly.

"Dear me," chattered he; "why, your cheeks are like roses, as they always are. You really look bewitching." All this time Jones' feet exhibited an alarming tendency to slip from under him.

"Don't flatter, Mr. Jones, but come along."

The ill-fated victim in desperation grasped his partner's arm, and wildly struck out. Much to his own surprise, he did not fall. Wishing to know his fate before that detestable Houston should have a chance to supplant him and shatter his youthful hopes, he stopped after two or three strides, faced around in front of the siren, and gasped:

"Oh! Miss Petroleum—Maggie, my own, my love, if I could only hope you would look on me with those angel orbs; if you could only love me as I sigh to be loved; if you would—ah! if, my dear Maggie—" Here he wildly clutched at her arm, as his feet began to slip.

"Why, Mr. Jones," said she, "what can you mean? Dear me, right here, too. If I'd known this, Tom."

"For Heaven's sake, don't speak of him; fair pearl of the city, you must have seen how I love you. Could I only know you love me, I'd be contented to lie at your feet—oh!"

*Horrible dieu!* Just then, as the words of passion were culminating in a grand climax, the feet of Mr. Jones flew up, and he fell on his back in front of the astounded Maggie.

"Ill luck comes in battalions." Tom Houston, who, with Rosa, was skating at lightning speed, fell over the fallen Lothario. Three uncouth youths, who were not *au fait* in the skatorial art, followed suit, and for a moment the scene presented nothing more definite than a medley of tumbling arms and legs.

Finally all arose—Mr. Jones last. But what a

change! His toothless gums and lips in vain essayed to frame a malediction suitable to the occasion. The cool breeze of night wafted over a head as bare as the glistening surface of a glacier. One eye was gone; blood streamed from his face. The situation was horrible. Augustus looked really pitiable.

Miss Petroleum gazed in consternation at the apparition. Tom Houston laughed outright, and a miserable hoodlum gathered up the fragments of his teeth, wig and eye, and offered them to Jones.

It is needless to say that Augustus suddenly disappeared from the rink.

Toothless, eyeless and hairless, he sadly rode to his boarding house in a hack. Sad to say—it grieves me to say it of my hero—he imbibed a quart of spirits and retired to bed in a sublime state of inebriation. Tom and Maggie are to be married in February. Augustus has become melancholy, and writes sad poems of broken hearts, etc. His landlady lately found the following unique gem in his bed-room:—

December 11th, 1876—

To 1 set teeth.....	\$	50.00
“ 1 orb.....		100.00
“ wig.....		10.00
“ clothing destroyed....		50.00
“ hopes destroyed.....		10,000.00
		\$10,210.00

Oh! I could very happy be  
 With my right arm around her;  
 But she is not, alas, for me,  
 And I am—well, confound her!

### Miscellaneous.

**ADVICE TO YOUNG MEN.**—A young lady, who signs herself “A Martyr to Late Hours,” offers the following sensible suggestions to young men:

Dear gentlemen, between the ages of “eighteen and forty-five,” listen to a few words of gratuitous advice. When you make a social call of an evening on a young lady, go away at a reasonable hour. Say you come at eight o’clock, an hour and a half is certainly as long as the most fascinating of you in conversation can, or rather ought, to desire to use his charms. Two hours, indeed, can be very pleasantly spent with music, chess, or other games, to lend variety; but, kind sirs, by no means, stay longer. Make shorter calls and come oftener. A girl—that is, a sensible, true-hearted girl—will enjoy it better, and really value your acquaintance more. Just conceive the agony of a girl who, well knowing the feelings of a father and mother upon the subject, hears the clock strike ten, and yet must sit on the edge of her chair, in mortal terror lest papa should put his oft-repeated threat into execution—that of coming down and inviting the gentleman to breakfast. And we girls understand it all by experience, and know what it is to dread the prognostic of displeasure. In such cases a sigh of relief generally accompanies the closing of the door behind the gallant, and one don’t get over the feeling of trouble till safe in the arms of Morpheus. Even then, sometimes the dreams are troubled with some phantom of an angry father and distressed (for all parties) mother; and all because a young man will make a longer call than he ought to.

Now, young gentlemen friends, I’ll tell you what we girls will do. For an hour and a half we will be most irresistibly charming and fascinating, then, beware, monosyllable responses will be all you need expect. And if, when the limits shall have been passed, a startling query shall be heard coming down stairs:—“Isn’t it time to close up?” you must consider it a righteous punishment, and, taking your hat, meekly depart—a sadder, and, it is to be hoped, a wiser man. Do not get angry; but the next time you come, be careful to keep within bounds. We want to rise early those pleasant mornings, and improve the “shining hours;” but when forced to be up at such unreasonable hours at night, exhausted nature will speak, and, as a natural consequence, with the utmost speed in dressing, we can barely get down to breakfast in time to escape a reprimand from papa, who don’t believe in beaux—as though he never was young—and a mild, reproving glance from mamma, who understands a little better poor daughter’s feelings, but still must disapprove outwardly, to keep up appearances. And now, young men, think about these things, and don’t—for pity’s sake, don’t—throw down your paper with a “pshaw!” but remember the safe side of ten.

**WHAT DO YOUR CHILDREN READ?**—There is no more important demand than good reading for our children and young people. Their future welfare depends upon what they read more than we are apt to think. The mind, plastic as clay, receives good or bad impressions, which go to mould the general character, through the books and papers they read.

Fathers and mothers may well be alarmed for the safety of their boys and girls, in view of the country being flooded with sensational and vile trash. Yes, worse than trash, human vultures who live by corrupting the young and tainting all that is pure and true, by obscene, vulgar literature, are on the track of thousands of thoughtless young people. And if their parents and guardians are careless about what they read, or who they associate with, these vultures, will devour their soul and body.

The emissaries of evil are busy. You may think its not “economy” for you to spend a few dollars each year in good books and papers, and may allow your children to pick up such reading as comes in their way. But you’ll find in the end that the most expensive thing in this world is a child whose mind and body have been corrupted by vile literature. You may refuse to subscribe for a paper that your child may call its own, and read as a right and privilege; but ten chances to one that child will have papers thrust into his or her hands that will cost you in tears, and agony, and money, a thousand times more than good papers would have done.

There are those who make it a business to seek out boys and girls who can be approached and put obscene books and pictures into their hands, free of cost. They may begin the attack upon virtue by very innocent reading, leading on and on till the nature is totally corrupted.

And now we want mothers who read this, and fathers too, to understand that these statements are not *overdrawn*, and to know that this is not confined to the lower classes of society, but that all classes are being assailed. Even the sons and daughters of ministers are not exempt from these assaults of vice. Our college students are in great danger.

Anthony Comstock found among the letters seized when Sarah Sumner was arrested “for sending out obscene literature,” several hundred letters from young misses, many of them at school,

We write from conscientious conviction of duty, and not to unnecessarily alarm.

Anthony Comstock is doing a grand work, and we give him great praise; but he can't do all that needs to be done. He ought to have the co-operation of every father and mother and guardian in the land. The watchful care of faithful parents, as to what their children read, and liberality in providing for their mental wants, will be the best co-operation they can give.

**A TEMPERANCE LECTURE.**—A few days since, we noticed a man, among the wood piles at the railroad depot, waltzing round in a very eccentric manner, hugging a big log of maple, cutting it and kicking it, and occasionally rolling on the ground with it. Our curiosity being excited by these proceedings, we approached to investigate matters. The man's eccentric evolutions had brought him close to one of the wood piles, against which, after several failures, he succeeded in propping the log, at the same time roaring out:

"Shuten up er fit fair, yerd runken—hic—! Yer oughtn be sh-shamed yerself! I-I'm bounggofryer. I-I'm goinsell oleshores. I-I'm gompunchyer—hic—head. So shtun upn'—hic—fihkeman."

With that he took off his coat and began to square up to the log, when I addressed him:

"What's the matter, my friend?"

"Wh-whas that er you? Dinnoyer. Mi-mind your—hic—business! I-I'm prtikly gaged."

"But why are you going to fight that stick of wood?"

"W-wood! D'yr know Sam Wood? He's drunk—drunk'sh—hic—fun. Shay! you shee fair play while I pishint'n."

"Nonsense, man, put on your coat and go home. It's nothing but a log of maple."

"M-mable! D'yr know Mable? Sh-shbakans (beginning to cry). Sh-she's googirl, Mable. Sam Wood wants marreyer. I w-wan marreyer. Sh-she's googirl, Mable. Toogofr—hic—Sam. Sam's aller drunk. Shant maryar. I-I'm goin pitchin-ter Sam."

During the delivery of the foregoing we managed to throw the log on the top of the pile without his perceiving it.

"C-come on yer drunken—hic—hullo! where's he gone? Ha! ha! ha! Sam's 'raid, Sam's coward. Mable won't marry c-coward—drunkencow—hic. Sh-shakans. Your gooffo, you arc. Come-anavdrink."

We excused ourselves, and persuaded him to resume his coat and start for home, by suggesting that perhaps Sam had gone to see Mable.

"Right y'arc. Your gooffo, you arc. Sh-shakans. Gooby."

And off he went in a very zig-zag course for town, pulling up after accomplishing a short distance, to shout back:

"Sam's coward. Sam's drunken cow-coward. Ha! ha! ha! Mable won't marry drunken cow—hic. Gooby."

**SILENT MEN.**—Washington never made a speech. In the zenith of his fame he once attempted it, failed, and gave it up, confused and abashed. In framing the Constitution of the United States the labor was almost wholly performed in Committee of the Whole, of which George Washington was the chairman. He spoke twice during the Convention; but his words were so few that they

could not fitly be termed speeches. The Convention, however, acknowledged the master spirit and historians affirm that, had it not been for his personal popularity and the sincerity with which he spoke, the Constitution would have been rejected by the people.

Thomas Jefferson never made a speech. He couldn't do it. Napoleon, whose executive ability was almost without a parallel, said that his greatest trouble was in finding men of deeds rather than of words. When asked how he maintained his influence over his superiors in age and experience, when commander-in-chief of the army in Italy, he said, "By reserve." The greatness of man is not to be measured by the length of his speeches, or their number.

**TREATMENT OF GIRLS.**—How many unhappy girls have paid dearly for the early upbringing of their young husbands, who, the first glamour of love passed, treat their wives as they were allowed to treat their sisters, and they saw their fathers treat their mothers—carelessly, disrespectfully, with a total want of considerate tenderness, which is worth all the passionate love in the world. This, though they may muster outside as excellent husbands, never doing anything really bad, and possessing many good and attractive qualities, yet contriving somehow to break the poor womanly heart, or harden it into that acceptance of pain which is more fatal to married happiness than even temporary estrangement. Anger itself is a safer thing than stolid, hopeless indifference.

The best husbands I ever met came out of a family where the mother, a most heroic and self-denying woman, laid down the absolute law, "Girls first;" not in any authority, but first to be thought of as to protection and tenderness. Consequently, the chivalrous care which these lads were taught to show to their own sisters naturally extended itself to all women. They grew up true gentlemen—gentlemen, generous, exacting, courteous of speech, and kind of heart. In them was the protecting strength of manhood, which scorned to use its strength except for protection; the proud honesty of manhood, which infinitely prefers being lovingly and openly resisted to being "twisted round one's finger," as mean men are twisted, and mean women will always be found ready to do it; but which, I think, all honest men and brave women would not merely dislike, but utterly despise.

**WELL DONE.**—A young man called, in company with several other gentlemen, upon a young lady. Her father was also present, to assist her in entertaining the callers. He did not share his daughter's scruples against the use of spirituous drinks, for he had wine to offer. The wine was poured out, and would soon have been drunk, but the young lady asked:—"Did you call upon me or upon papa?"

Gallantry, if nothing else, compelled them to answer, "We called upon you."

"Then you will please not drink wine; I have lemonade for my callers."

The father urged the guests to drink, and they were undecided. The young lady added, "Remember, if you call upon me, then you drink lemonade; but if upon papa, why, in that case, I have nothing to say."

The wine-glasses were set down with their contents untasted.

After leaving the house, one of the party exclaimed, "That is the most effective temperance lecturo I have ever heard."

Indeed, it was sown in good ground. It took root, sprang up and is now bearing fruit. The young man from whom these facts were obtained broke off at once from the use of all strong drink, and is now a clergyman, preaching temperance and religion. As he related the circumstance to me tears came into his eyes. He sees now his former dangerous position, and holds in grateful remembrance the lady who gracefully, and still resolutely, gave him to understand that her callers should not drink wine.

**MISSED 'EM SEVEN TIMES.**—A gentleman was passing an Oxford Co. School House one day last summer when a studious looking lad emerged from one of the doors with a worried expression, and scrambled to the rear of the building, closely followed by a companion, who popped from a hiding place behind the fence. The two sought the shelter of a retired nook, when the studious lad backed up against the wall, and reaching his hand behind him into that department of a boy's clothing that is patched next after his knees, he drew forth a heavy buckskin mit and then another. As he readjusted his deranged garments he winced a little, and, rubbing a little further down on his anatomy, gave vent to the remark: "By hickory, Jiminy! they're pretty good, but he missed 'em seven times."

**WHAT IS A GENTLEMAN.**—A gentleman is just a gentle man; no more, no less,—a diamond polished that was first a diamond in the rough. A gentleman is gentle. A gentleman is modest. A gentleman is courteous. A gentleman is slow to take offense, as being one who never gives it. A gentleman is slow to surmise evil, as being one who never thinks it. A gentleman refines his tastes. A gentleman subdues his feelings. A gentleman controls his speech. A gentleman deems others better than himself.— *School Hours.*

## Children's Department.

### Our Prize Letters.

To the Editor of the Companion and Teacher.

Ravenswood, Ont., Dec. 12th. 1876.

DEAR SIR,—My teacher having been kind enough to allow me the reading of the COMPANION AND TEACHER, I saw your generous offer of a prize to the writer of the best letter sent you this month.

As you have been kind enough to allow the writers to take whatever subject they choose, I have selected for mine "THE COMPANION AND TEACHER."

Judging from a limited knowledge of your worthy magazine, I think it is a first-class household periodical. In it we find instruction especially in mathematics; and if there are those whose school days are over, who wish to obtain recreation in light literature, they also discover that their wants are satisfied by perusing the pages of the COMPANION AND TEACHER.

In the "Miscellaneous" department we find jokes which interest both old and young, and which

make many a cottage home of Ontario resound with laughter.

I think if a few more of your brother editors were to follow your example, and take up the cause of education a little stronger, and leave out a portion of that miserable trash they print which is second cousin to the "yellow paper literature" of so many of our book-stores, they would do far better; and instead of weakening and impairing the minds of their readers, they would be strengthening and building up the reasoning faculties of the youth of our land.

In conclusion, my dear sir, I wish you every success in your commendable enterprise; and, hoping that you will long live and continue the editor of a journal which is such a staunch upholder of education and healthy literature as the COMPANION AND TEACHER,

I remain, your well-wisher,  
CARRIE T. PALMER.

Editor Companion and Teacher

Sarnia, Dec. 14, 1875.

SIR,—I learn from the last number of the COMPANION AND TEACHER that there were several more successful than I was in the word-hunt.

My subject for this letter is "Going to School." I like to go to school very much. I am very sorry that our teacher has resigned, but hope that her successor may be as kind and agreeable. The subjects that I like best are Geography, History, Arithmetic and French. On Mondays and Fridays we have an hour for sewing, and it is a very pleasant time, for one of the girls usually reads aloud some interesting book. To-morrow is examination day, but the prizes are not to be distributed until the twenty-second of this month.

As our teacher is resigning, we intend giving her a present. Most of the teachers in Sarnia will receive presents this year.

Wishing you, Mr. Editor, and all who have engaged in this competition, "a merry Christmas and a very happy New Year,

I am, yours respectfully,  
JANIE G. BREBNER.

### The Worst Letter.

Respectable

Friend

I will take the opportunity

To write you a few lines

About our school Master

he is a nice kind of a fellow only some days he is crosser than other days he is not a bad teacher only he is not very good to learn anything he is all the time talking about law when he ought to be learning us our lessong.

I am going to school to him I am in the third book senior third class I am goin into the fourth book at Christmas if I do miss three mistakes in reding when the inspector comes I wont go into the fourth book I am learning siffering Geography and Grammar and we do wise recitation and composition If we throw any thing aroung the school house we will ged twelve slaps with the cat five tales and stop in every recess untill christmas he gave me three whippens and he thought to make me cry and he could not he hit me on the hands his best and I would not cry and the gave me eight slaps one time and ten another time and he gave me six another time and I did not cry for him.

Your Truly

WHAT OTHERS SAY.—We are sorry that we have not space to print more of the letters we have received. We will, however, give a few extracts from some of them. One says, "We have a kind teacher who works unceasingly to advance in education, and also to teach us to be honest, diligent, truthful, trustworthy and good." We think we can reflect the sentiments of this boy's teacher by saying that it is a pleasure to work hard in a school where pupils are attentive and can appreciate kindness shown by the teacher. Another says, "We have enjoyments every day, but the days we enjoy most are when our teacher reads us such amusing and interesting sketches from the COMPANION AND TEACHER." That teacher is sensible, for "All work and no play makes Jack a dull boy." Jack soon learns to like his school and teacher if they are made attractive to him. Lucy says, "There is nothing so amusing as a frolic with a few merry companions around the cheerful fireside. It is very pleasing to listen to the jokes which now and again burst forth from some lively member of the company." Very true, Lucy; in youth you enjoy the happiest days; age brings care and sorrow to all. Peter is a jolly fellow, and would make you crack the ceiling with your laughter if he could only drop in among you at your "cheerful fireside." He says, "I like our teacher splendid, but there are some girls I like better still. He favors the girls like fun, so I guess he likes them too. I would like if you would favor me with some of your prizes. I have never seen much, but I think if I write to you a few times I can take the first prize like fun. I have a pretty big head, and have just begun to know a little about people and things. We have engaged a new teacher for next year, and they tell me he is soft and tries to please everybody, but cannot please anybody. Now I think I will close my letter, and if I get a prize I will subscribe for the COMPANION AND TEACHER." There is more truth than fiction in some of Peter's remarks.

PRIZES AWARDED.—Very few of those who sent us lists of words for the "word-hunt" have written us a letter this month; so we are compelled to rule them out of the competition. Janie E. Brebner, Sarnia, takes the first prize and two chromos; Malcolm C. Dewar, Komoka, second prize and one chromo, and to Sarah McBean, London, and Jane Thompson, Craigvale, we give third prize and a crayon to each. There are many others whose lists are worthy of a prize, and we intended to have named these; but as all, no doubt, did as well as they could, we will not discriminate between them and discourage the younger ones who did so well.

Carrie T. Palmer, Ravenswood, is entitled to the prize for the best-written letter, and will receive the COMPANION AND TEACHER during 1877 as such. The teacher at Ravenswood deserves notice at our hands as being very successful in teaching the pupils in the art of letter-writing. All the letters we have received from that school are meritorious.

The prizes awarded as above have been mailed to the several competitors, from whom we hope to hear again.

PRIZES OFFERED.—To the boy or girl, under 16, who sends us the best answers to the puzzles, &c., given in January, February and March Nos., we will give the COMPANION AND TEACHER one year,

with premium chromo. Second prize, a chromo; third prize, a crayon.

The same prizes are offered to the boy or girl, under 13 and over 10; also the same prizes are offered to the boy or girl under 10, who sends us the best answers to the same puzzles, &c.

#### TO OUR YOUNG FRIENDS.

In the first place we wish you a "Happy New Year." In the next place, we wish you to "improve the passing hours for time is on the wing, and one way in which you can do that is to compete for the prizes we offer in this department. You will see that we intend to give every one a chance in future, as we offer prizes to three classes. In March we will ask you to write us a letter again. In February we will give you some more puzzle to solve. Now those who write to us every month will stand the best chance to obtain prizes. If you answer only one puzzle, send it in, and perhaps you can do better next time. Always state your age, name and address. The answers to puzzles in this number must reach us before February 15th and will be published in the March number. **Do not try our puzzles in "Our Nut Corner" below.** Only one is at all difficult. They are all easier than they appear to be. Here they are:

#### Our Nut Corner.

- (1.) FOUR DIAMONDS CONNECTED IN THE FORM OF A SQUARE.

First Diamond—1, Part of a boy. 2, What metal comes from. 3, What we use daily. Part of the head. 5, Present in death.

Second Diamond—1, Present in life. 2, period of time. 3, Grows on trees, 4, A beverage. Centrals connected: a foreign fruit.

Third Diamond—1, Part of a fly. 2, Skill. Sold in fruit stores. 4, A metal. 5, Part of this.

Fourth Diamond—1, Found in the ocean. Made of Metal. 3, An article of food. 4, A kind of trap. 5, Found in the sea.

Centrals connected. Something children like. W. E. WESTLAKE

- (2.) ARITHMETICAL PUZZLE.

One-third of a guinea, one-fourth of a shilling and one-fifth of a penny, added together correct will make ten dollars. How?

W. E. WESTLAKE

- (3.) AN EASY PUZZLE.

N  
 W D  
 S E A O  
 D E S S U  
 N N S Y M  
 F T R E R E  
 I A I S A  
 H E H U  
 O D  
 T

Find the answer to this

and send us your name.

- (4.) HIDDEN COUNTRIES.

Tom Bruce and Joe Peeler started out one afternoon to have some fun. They saw a grey ford a stream, but compelled it to halt on the beyond by shooting it. As it was dirty they shot it to a well and washed it. They were then at a loss to know whether to go and get some brass stuff it, or skin it, and, after shooting some

Hal  
 1 in  
 2 in  
 Hal  
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foxes, dispose of the skins at so much per thousand. The water looked black and dirty, so they had it taken to the stream and thrown in. They then hailed little Edson Scadding. "To-night," said Joe, "we'll have some fun, I guess." "Excuse me, Joe," said Edson; "how much do you want for your fox?" Joe hesitated and looked at Tom, who was willing to sell his share for six York shillings. Joe agreed to accept the same, and after receiving the money they proposed to go home. So after a little pleasant conversation they went, worth twelve shillings more than when they started out.

(5.) AN ANCIENT PUZZLE.  
The following inscription is supposed to record one of the saddest events in history.—  
Retfa gnilmnut emac llig dna  
Nwore sih ekorb dna nwod llef keaj  
Retaw fo liap a teg ot  
Llih cht pu tnew llig dna keaj.

(6.) CHARADE.  
My first is a luminous body of light,  
Whose presense will scatter the darkness of night;  
My second is wrapped by the weaver's yarn,  
And also is used in building a barn;  
My whole from my first is permitted to roam  
Like the COMPANION AND TEACHER to gladden our home.

**Publisher's Department.**

**OUR ADVERTISING RATES.**

Space	1 m	3 m	9 m	12 m
Half inch . . . . .	\$ 0 60	\$ 1 50	\$ 2 75	\$ 5 00
1 inch . . . . .	1 00	2 50	4 50	5 00
2 inches . . . . .	1 75	4 25	7 75	14 00
Half column . . . . .	3 25	8 00	14 00	26 00
1 column . . . . .	6 00	15 00	27 00	48 00
1 page . . . . .	10 00	25 00	45 00	80 00

There will be twelve lines in an inch, eight inches in a column, and two columns in a page. When contracts are made, accounts will be rendered quarterly after the first insertion, and payment will be required within *thirty days*.

**OUR SUBSCRIPTION RATES.**

For the COMPANION one year and one premium chromo, post paid, to any address . . . . . \$1 50  
For one or more extra chromos, each post paid  
For the COMPANION one year and one premium crayon, post paid, to any address . . . . . 1 00  
For one or more extra crayons, each post paid  
For the COMPANION alone, 6 months, post paid . . . . . 50  
For single copies of the COMPANION, post paid 10  
The following discounts will be made to societies, or individuals ordering for a club:—  
For a club of 5 we give 10 per cent. off above rates  
" " 10 " 15 " " "  
" " 20 " 20 " " "

Those who can get up larger clubs than the above may write to us for special terms and discounts.  
In every case the premium chromos and crayons will be sent prepaid, by mail or express, to the subscriber or the person getting up the club.

**OUR LIST OF PREMIUMS.**

The premiums we now offer to subscribers are as follows.—

CRAYONS.  
(1.) "The Offer." (2.) "Accepted." (3.) "Love is as a Thread." (4.) "Yes or No." (5.) "The Descent from the Cross." And (6.) "Immaculee Conception." *Size of each, 22 x 28 inches.*

CHROMOS.  
(1.) "Lake Maggiore." (2.) "The Babe of Bethlehem." (3.) "Isle of Man." (4.) "Isle of Wight." (5.) "Beatrice de Cenci." And (6.) "The Vestal Virgin." *Size of Nos. 1 and 2, 17 x 25; 3 and 4, 19 x 26; and 5 and 6, 24 x 30 inches.*

A happy New Year to all our readers. We welcome a host of new readers this month. Hundreds of subscribers have congratulated us. Everybody seems to like the COMPANION AND TEACHER. We are too modest to publish what they say of us and it.

Fact is, we have so many good things this month that we have no room left. Send for a copy of DANIEL DERONDA. *See ad.* Or some of the numbers of the "Lakeside Library." Or subscribe for some good magazine or periodical.

Parents should provide good reading for their families. Education cannot be got more cheaply in any other way.

And then, think of the happiness the children enjoy. And the pride you will feel when they grow up to do you honor.

It might be advisable to spend a few dollars to keep the children at home. If you don't, rest assured that they will learn how to spend the few dollars for you.

Can you sing?  
How do you like the New Year's song we give you this month?  
W. W. Whitney, Toledo, Ohio, has plenty more just as good.

And are you going to send us a piece every month during 1877?

Would not your friend like to subscribe for the COMPANION AND TEACHER?

Show it to him, and tell him what you think of it and what you get with it.

Every new subscriber we receive helps to make our paper better than it is.

We can print a better magazine, you know, if we have a larger subscription list.

Lake Maggiore—"Oh, how delightful!"  
After receiving one of our crayons, hundreds of our subscribers order again.

"They are so nice that I cannot really do without them all." So she got them.

Who would not make home attractive when good pictures can be got so cheap?

"I was surprised at its beauty and excellence (Lake Maggiore). It is so cheap I did not expect so attractive a premium."

That's how we like to "disappoint" our subscribers.

We dropped about 600 HOME COMPANION (25 ct.) subscribers last month.

Some of them renewed, but a few of them said they "thought our book too dear."



That reminds us of the saying, "Give a man a penny and he will ask for more."

We thank our subscribers are pretty well pleased with what they get.

If there are any who are not, we cannot help it, and we are very sure we'll not try to.

We feel assured that every subscriber now on our list will renew when his time is out.

When that time comes he will receive a circular, headed "Your subscription expires," &c.

We have three times as many subscribers on our list now as came to us from the "Ontario Teacher."

And still we are not satisfied. We want 5,000 and must have them.

Teachers—have you asked your Trustees to subscribe for the COMPANION AND TEACHER?

If not, relieve your consciences by doing so at once.

There are those in almost every section who will subscribe if they are asked to do so.

We thank our brethren of the Press for kind words spoken of us during the past month.

More than one hundred Canadian papers contained favorable editorial notices of the December number of the COMPANION AND TEACHER.

Patronize our advertisers. They are all reliable, and they help you to support our paper and make it a first-class educational journal.

All subscriptions to date have been dated from the November number, and back numbers sent, except when we have been directed to do otherwise.

Subscribers will please remember this, and not ask us for the two last numbers of this year when that time comes.

After January 15th, our regular rates will be strictly adhered to, and no reduction will be made to anyone.

After April 1st, the price will be \$1 per annum without premium; \$1.20 with crayon, or \$1.50 with chrome. We will give good value for the money.

Inspectors and teachers are invited to send us short contributions for any of our departments.

Educational items of general interest will always be received by us with thanks to the donor.

Look out for improvements in our "Educational Department" next month!

For each of the numbers already issued we have had about twice as much matter as we could use.

We will, therefore, in future issues "boil down" the educational news and present the same in short paragraphs, of which we can, of course, give a greater number.

Our next number will be issued more promptly than this, which has been unavoidably delayed.

We invite every reader who has not already subscribed to do so at once. Do it now.

**COMMENDABLE.**—We have pleasure in calling attention to the advertisement of Messrs. Jones and Yerex opposite our first page. This is just the time to enter the college for either the teacher's or commercial course. We can speak with every confidence of the thorough practical nature of the business course in this college, having ourselves taken a course under Mr. Jones' instruction several years ago. Any young man may rest assured that if he cannot fit himself for business at this institution he cannot do it anywhere. Mr. Yerex is well-known to be one of the best penmen in America.

We can also speak in the highest terms of commendation as regards Mr. Hands' qualifications as a trainer of teachers. Our readers will find a very useful paper contributed by him in the "Mathematical Department" of the present number of our magazine.

**A DISHONEST AGENT.**—We caution teachers and others against subscribing for the COMPANION AND TEACHER through any agent, 1st, who cannot show a certificate from us authorizing him to canvass, 2nd, who does not deliver to the subscriber one of our premium chromos or crayons at the time he collects; and 3rd, who does not give each subscriber a printed receipt for the money paid to him.

We do this because we find that one of our agents—Mr. S. T. Wicks has gone beyond his instructions, and in some cases (we do not know how many) collected from subscribers without giving them their premiums. At the head of the order book which we put into every canvassing agent's hands, among other instructions, is the following: "No agent is authorized to collect money until he delivers the premium chromo or crayon, &c." We are, therefore, not responsible if any agent goes beyond that, unless he reports all such orders to us, and remits therefor, and requests us to forward premium by mail. Mr. Wicks has reported no such orders to us, and we have only been made aware of their existence by the letters received from subscribers asking why the paper and premium have not been sent.

While, however, we are not responsible for the doings of this agent, we intend to prosecute him as soon as we can find him. If our subscribers will wait patiently until we can get matters settled, and ascertain to what extent he has committed himself, they will be as well served in the end as, if they write us a hundred letters, to which we have no time to reply. It is our intention to see that all subscribers lose nothing. We will plainly say to them, however, that they deserve to lose what they have paid. Some, at least, who have caused us this trouble should have known better than to have paid money without getting a return from the agent. Our plan is the same as that adopted by the publishers of all the leading American magazines with which premiums have been given. The agent shows his samples, takes an order, delivers and collects at some future time agreed upon, or, if he has the samples with him, delivers at once. The same plan is adopted in selling books through agents. This plan is an honest and safe one to both parties, and there are hundreds of honest agents who follow it, but there have been so many dishonest ones that we supposed the public were pretty well on their guard against them. We repeat, therefore, that we are surprised that many of those from whom we have heard should have been so duped.

Mr. Wicks, when last heard from, was between Stratford and Toronto. Before this reaches our readers we shall probably have had him arrested. If not, any one who hears of his whereabouts will oblige us by sending us a telegram to notify us. He is a young man of good appearance and address, of medium size, and his list is headed by persons residing in the different points between London and Sarnia.

Intending subscribers had better send money and order direct to us, and receive the premium post-paid by return mail.