



*Kennure Blair*

# The Collegian.

A MAGAZINE DEVOTED TO THE INTERESTS OF THE METHODIST COLLEGE AND THE METHODIST SCHOOLS OF THE ISLAND.

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# THE COLLEGIAN.

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VOL. 2.

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## NOTES FOR MAY.

OUR notes this month are short, for much matter was crowded out of last number by the long report lists, and this month examination papers take the first place.

THE examinations begin on the last day of this month, and we hope all have made up their minds to do their best. The time for work is now, the time for reward comes after.

WE are are not going at this stage to defend our examinations. Examinations, like most other things, are not an unmixed good. It behoves all concerned to make ours a real advantage to the youth of the Island. This is the earnest wish of every member of the Council of H. E. Everything in these days must stand some test;—engines, rails, bridges, merchants, teachers and scholars.

THE long delay in getting our diplomas is very discouraging. It is also unnecessary, and we hope it will never occur again. Last year the delay was bad enough, but now it really looks as if the next examination would be on before we get the diplomas for the last.

WE beg to thank Rev. Dr. Briggs for copies of five interesting books for our College library. Unfortunately our College library is in a very rudimentary state. We hope, however, to be able to circulate the few books we possess, amongst our older pupils.

SINCE the Council has determined to appoint supervisors for the coming examination, we cordially welcome Mr. F. Bradshaw and Mr. Connolly to our centre. They are both intelligent young men, and Mr. Bradshaw has had much experience in running our exceptionally difficult centre.

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NOW that the warmer weather is due, we hope to see our pupils wearing the College cap. On fine days we expect to take our drill exercises in the College grounds, and it will not look well to see the long lines of College caps broken by nondescripts.

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SUBSCRIBERS for 1897 will please oblige by sending fifty cents, in stamps, to Rev. M. Fenwick.

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WE would remind those who have not paid for 1896, that we need their subscriptions.

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THE following extracts from a letter from an outport teacher are interesting:—

“Enclosed please find fifty cents in stamps as subscription to COLLEGIAN—glad to notice that it is still improving. The publication of the College examination papers is a good thing. In a previous number I noticed some remarks re a teacher writing to the College for information regarding the C. of H. E. Examinations. What do you think of this?—a pupil from a Second Grade School in a near district having to write to a pupil of another school to get information about the Council’s exams., and the Grading of Teachers. To make it worse the date of sending in applications to sit for examinations had already passed, *while all arrangements for grades were made in November, '96, and published in that month's COLLEGIAN.* As it was too late then to send in applications, this pupil cannot sit at the coming examinations. *I think it is time for that Teacher to take the COLLEGIAN.*” So say we.

WE have in our Magazine many times pointed out the following:—

There are some candidates for teaching grades, who, in their examination, failed in *one subject only*. The Board of Examiners has always allowed such, if their general average was satisfactory, to take a supplementary examination in that one subject. This year the date appointed for such examination is June 22nd and following days. If, however, any such are here for the Council's exams. (May 31st) it is very likely that arrangements can be made for them then.

A paper in Navigation will be given on June 22nd or following days, and arrangements will be made to examine in Elocution any candidates who are here at that time. For those who do not come on to St. John's, arrangements will be made for their examination in Elocution only, by Dr. Milligan when on inspecting tours.

All others seeking teaching grades must present themselves at the Exam. of the C. of H. E. in accordance with the scheme twice published by us.

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It is not much time our girls and boys (and the Council of Higher Education) give us for star-gazing just now; but in the brief intervals between setting and examining papers, and attending meetings of the Council of H. E., we have noticed that four planets now shine in the sky.

First, Venus (*place aux dames*) shines as the Evening Star. She appears as a narrow crescent, but has an angular diameter (horn to horn) of not far from a minute of arc. She is in the constellation of Aries (the Ram).

Second,—Jupiter is visible all night, but is getting smaller. He is still in Leo, where we represented him in Mr. Dyer's excellent diagram, and is travelling backwards towards Regulus.

Third,—Mars does not set until after midnight, but he is getting smaller. He is now in the constellation of Gemini (Twins).

Fourth,—Saturn is coming conveniently into view and will be a conspicuous object for many months. Try to identify him now, and then it will be easy to keep track of him all summer. He will be found in Scorpio (near beta Scorpionis). He will be a most interesting object in the College telescope, as his rings are approaching the position in which they are most conspicuous.

THE Government is signaling the Diamond Jubilee Year by allotting this year \$400 for purely outport scholarships. These are fine prizes, well worth winning, and we hope some of the candidates from our Superior schools will win their share of them.

THE Council of H. E. has also made some very generous allocations of money to the Outport Teachers and schools, so generous that many St. John's people are grumbling. Probably by the time this is before our readers, all particulars as to these will be in their hands. We quite approve of the \$400 premiums to teachers. Please note that from both sources combined, the Outports get this year over \$1000 absolutely to themselves, while a much smaller sum is open to competition to all, [Outports included].

ALL things considered we approve of the way in which the Diamond Jubilee Scholarship is to be won and held. A little ambiguity in the wording of the Act will, no doubt, be corrected. Its usefulness will certainly be more generally felt than has hitherto been the case.

FOR ourselves we have been singularly unlucky in this Jubilee Scholarship matter. We are the only school which has passed a pupil in Honours, Mr. H. Knight, and we were the first to pass one in the First Class, Miss Bertha Dove; but we have never happened to win the scholarship. The year before last, our candidate, Mr. W. G. Smith, was reported by the University of London, as being first of the competitors; and last year [when no report was received from the University] *two* of the *three* first class

places were won by our boys. Moreover our total list of undergraduates is much the largest for the colony.

THOUGH the larger part of the money for encouraging Higher Education goes to the Outports this year, our pupils will notice that several smaller sums are open to them for competition. Moreover, every one who wins the first or second place in any grade, receives a prize. Of course the chief reward is the fact of being first or second; but it is gratifying, to young people especially, to have some tangible reward added to the honour.

AND now a last word on the coming examinations. Do your best. Keep up your courage to the end in spite of papers which frighten you. Above all *be honest*. Succeed by your own work,—or fail.

WE thank Mr. Pitts very much for our enlarged X-ray apparatus. We now have a 6-inch Ruhmkorff instead of a 4-inch, and also some exceedingly fine Geissler tubes. These additional expensive tubes are intended to illustrate the most recent theories concerning these wonderful phenomena.

After the exams. are over we intend giving an evening or two to the experiments with our new apparatus for the benefit of our older boys and girls.

### A PAPER IN HYDROSTATICS.

1. IN a Bramah Press the diameters of the pump and press plungers are as  $;-1 : 20$  and the lever which depresses the pump plunger is 4 feet long, the plunger being 6 inches from the hinge. What is the mechanical advantage of the machine (*a*) without the lever (*b*) with it. If by this machine a bale of cotton is compressed from a thickness of 6ft. to 1ft., how far must the end of the pump plunger travel? and how many strokes must be made if the length of one stroke is 10 inches?

2. A safety-valve is to be devised to open when the

steam pressure reaches 200lbs, on the sq. in.' The weight to be used is 10lbs.

3. How does the pressure in a liquid vary with the depth? Give an experimental proof. What is the pressure  $d$  ft. down in a liquid whose sq. gr. is  $s$ , and what the pressure  $d$  metres down in a liquid whose sq. gr. is  $s$ ? Neglect atmosphere. Is the pressure at two different heights in the air proportional to those heights? Explain.

4. With what reservation is it correct to say that the surface of a liquid at rest is horizontal?

5. How much of the mass of an ice-berg is above water, supposing the sq. gr. of ice to be .92, and of sea-water, 1.024?

6. A Lock-gate is 16ft. wide. When the water stands 10ft. on one side, and 6ft. on the other, what is the resultant and thrust which it must stand? What must it stand when all the water on the lower side has run out? Enunciate the principles on which you base your replies. Is there any difference between the resultant thrust and the whole pressure in this case?

The above paper, chiefly intended for Seniors, but also taken by Associates, is one of 4 similar papers lately set on the subject. The following marks were made.

MAXIMUM 180.

Forbes, J.....	153		Pratt,.....	122
Squires,.....	152		Atkinson,.....	115
Ledrew,.....	132		Dickinson, E.....	110
Simpson,.....	128		Macpherson, V.....	98
Dove, L 70.				

Marks obtained on the four papers in Hydrostatics. Atkinson and Squires only took three papers.

MAXIMUM 730.

Forbes,.....	674		Dickinson, E.....	570
Pratt,.....	621		Squires,.....	509
Simpson,.....	590		Atkinson,.....	448
Macpherson, V....	581		Dove, L.....	415

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 SENIOR GRAMMAR PAPER.
 

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1. What do you mean by *Simple*, *Complex*, and *Compound* sentences?—give examples. In what other way may sentences be classified?—Give examples.

2. What do you understand by the *Attributive* relation?—what various forms may it take?—Give examples.

3. Define "*Complex predicate*" and *name*, with examples, the three kinds of complement it may include.

4. Noun clauses are clauses which take the place of a noun. Use the noun clause "that all men are brothers" in complex sentences, making it *subject*, *attrib. adj. of subject*, and *object*. What is the commonest word which introduces a noun clause? and what the commonest that introduces an adjective clause?

5. For what various purposes may the *Infinitive* mood be used? Give examples.

6. Analyse.—The little kingdom of Greece, which is in these days showing a courage worthy of its ancient traditions, deserves better treatment at the hands of the great Powers than it is receiving.

7. Analyse:—

"The weight of this sad time we must obey;  
 "Speak what we feel, not what we ought to say.  
 "The oldest hath borne most: we that are young  
 "Shall never see so much, nor live so long."

SHAKESPEARE, King Lear.

8. Analyse:—

"Outside his door, one afternoon,  
 "This humble notary of the muse  
 "Sat in the narrow strip of shade  
 "By a projecting corner made,  
 "Mending the Burgomaster's shoes,  
 "And singing a familiar tune."

LONGFELLOW.

The above is an examination paper for Seniors, on rather easy analysis.

The following obtained the first 10 place, the first 4 scoring more than 500 out of 535:—A. Squires, E. Dickinson, M. James, R. Hatcher, W. Simpson, M. Bowdridge, M. Stick, M. Campbell, J. Woods, E. Ash.

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 SENIOR GEOGRAPHY PAPER (EUROPE).
 

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1. Draw a map, four inches long, (or more) of Crete, putting in *two Capes, Candia, Canea, and Suda Bay*. How far is Crete from the nearest point of Greece? or, Draw a map, 4 inches long (or more), of the Black Sea, putting in *the Crimea, Sevastopol, Constantinople, the Sea of Azof and Odessa*.

2. Name 10 English, Scotch or Irish manufacturing towns, stating for what manufacture they are noted.

3. Draw a map of the Rhine, putting in 3 tributaries, and 5 towns on the main river or its tributaries.

4. Name 3 important canals of recent construction in Europe, and carefully point out their position and purpose.

5. Place in the outline map:—Adrianople, Ionian Islands, The Piræus, Tiber, Douro, Bohemia, Paris, Caucasus Mts., Volga, Clyde, Toulon, Amsterdam, Bordeaux, Pyrenees, Garonne, Belfast, Queenstown, Valentia Islands, Malin Head, Grampians, Orkneys, Cardiff, Newcastle, Bristol, Thames, Calais, Glasgow, Dover, Lake Geneva, Mont Jura, Cape Trafalgar, Seine, Moscow, Tagus, Cadiz, Ajaccio, Syracuse, Bukarest, Lofoden Islands, Str. of Bonifacio, Nice, Cape St. Vincent, Lake Wener, Brest, Gulf of Lions, Solway Firth, Yorkshire, Cornwall, Greenock, Dublin.

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 THE ELEGY.
 

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1. When was this poem written? What do you understand by an "elegy?" How would you describe its metre? Take any two lines of the poem and divide them into feet, etc.

2. Some men, unknown to fame, lie buried in a village churchyard, who might have been great men in the world, if opportunities had been given them. Write lines in which the poet expresses this idea.

3. Explain the following words, and write the line

(more or less, according to sense) of the poem in which they occur:—curfew—hamlet—clarion—lisp—penury—tenour.

4. Explain the sentence "Their lot forbade," by pointing to whom "their" refers, and by pointing out the things forbidden them by their lot.

5. Write 3 stanzas beginning,—“Far from the madding crowd's ignoble strife.

6. Write the lines in which Gray suggests some hoary-headed villager might describe his own (Gray's) ways of passing his time. (11 lines enough).

7. Finish the verse beginning: "Full many a gem." Also write the same verse in your own words.

8. Name some of the almost daily pleasant experiences of a villager (1) in early morning, (2) at evening time. Use either your own or the poet's words.

The above examination paper on Gray's Elegy was taken by 124 pupils. The following obtained the first 10 places on the general list.

{ Milley, M.		{ Mews, A.
{ Macpherson, E.		{ Boone, E.
Woods, M.		{ Inkpen, W.
Young, M.		{ Holloway, E.
	{ Irving, E.	
	{ White, M.	

All girls except one—Mews.

The following are the names of the first 5 in each class, taken from the same list.

**MR. HILLYARD'S.**

Mews, A.  
Ayre, H.  
Green, H.  
Blair, K.  
James, C.

**MISS MARCH'S.**

Milley, M.  
Young, M.  
Inkpen, W.  
{ Irving, E.  
{ White, M.

**MR. WHITEWAY'S.**

Hann, F.  
Noseworthy, F.  
Ayre, C.  
Dutot, C.  
Rodger, W.

**MISS TAYLOR'S.**

Miller, A.  
Giles, M.  
Jardine, E.  
Tucker, F.  
Bastow, E.

## RECENT EXAMINATIONS.

## MR. HOLLOWAY'S AND MISS ALLISON'S CLASSES.

## FIRST 10 IN ORDER OF MERIT.

Map. Squires, A. Simpson, Perry, Whitemarsh, James, M. Ash, E.	Noseworthy, J. Woods, J. McNeily, A. Roberts.	James, M. Hatcher, R. Simpson, W. Bowdridge, M. Stick, May Campbell, M. Woods, J. Ash, E.
	Squires, Dickinson, E.	Grammar.

## MR. HILLYARD'S CLASSES.

Book-keeping. Perry, Rodger, Blatch, Hatcher, Collins, Squires, Hill, McLaughlin, Frew, R. McNeily, J.	{ Squires, B. { Knight, W. Chaplin.	Foote, M. Holloway, E. Ruxton, Clarke, Tuck, N.
	Latin (Junior) (1). Tucker, Mews, Blair, Ayre, H. Perry, Knight, W. Dove, L. White, R. Tait.	Latin (Junior). { Ayre, H. { Tait, { Stick, M. { Campbell, M. Macpherson, E. White, R. Knight, W.
Book-keeping (Junior.) Herder, A. Pincock, { Green, { Peters, { Atwill, { Ayre, H. { Ruxton,	Latin (Junior) (2). Woods, M. Macpherson, E. Kendall, G. Squires, Green,	French (Junior). Green, Knight, J. Paine, Story, Ruxton, Collins.

## MR. WHITEWAY'S CLASSES.

Book-keeping. Gibbons, I. Drover, W. Noseworthy, F. Weeks, H. Dutot, C. Ayre, C. Rodger, W. Cox, G. Hudson, R. Soper, S.	Grammar. Gibbons, Drover, Cox, Hudson, Ayre, Park, H. Rodger, Dutot, Ebsary, Scott, H.	Arithmetic and Algebra. Rodger, Rowell, Gibbons, Ayre, Cox, Drover, Adrian, Noseworthy, Hudson, Park,
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## MISS ALLISON'S CLASSES.

Algebra.—Senior. { James, M. { Adrain, E. Campbell, M. { Ash, E. { Stick, M. Hill, J.	MAX. Bowdridge, M. Woods, J. Soper, A. Noseworthy, J.	McRae, I. Woods, M. Foote, M. Gould, W. Morrison, M. Pittman, M. Snowden, E.
	JUNIORS. { Holloway, E. { Macpherson, E.	

## MISS MARCH'S CLASSES.

## Geometry Exam.

Chaplin, M.  
Frew, F.  
{ Tuck, N.  
} Blatch, J.  
Young, M.  
Hibbs, E.

Martin, B.  
Suthergreen, L.  
Barbour, M.  
White, M.

## French.

Tuck, N.  
Woods, M.

Macpherson, E.  
Foote, M.  
Chaplin, M.  
Holloway, E.  
Barbour, M.  
Suthergreen, L.  
Blatch, J.  
Morison, M.

## MISS TAYLOR'S CLASSES.

## Armada.

Jardine, E.  
Bastow,  
LeMarquand,  
Giles, M.  
March,  
Bemister,  
Miller, A.  
Peach,  
Hill,  
Tucker,

## Grammar.—CLASS I.

Tucker, F.  
Giles,  
Miller,  
Bemister,  
Noseworthy,  
Jardine, J.  
Payn,  
Hill, B.  
Cross,  
Milley,

## CLASS II

Story,  
Bastow,  
Baddon,  
LeMarquand,  
Campbell,  
Wright, S.  
Wilcox,  
Greaves,  
Robertson,  
Taylor.

## NOTES ON TEACHING GEOGRAPHY.

It should be impressed on the minds of those taught that a knowledge of Geography is essential to intelligent reading, the study of history, etc., commercial transactions and in various other ways.

It is not easy to make Geography lessons fully fruitful of results, even by those who understand the subject well and the best methods of teaching it.

Perhaps the most common mistake is to try to teach a mere string of names, to attempt to over-burden the memory, while the children's imagination is not sufficiently quickened.

But it is also of little use to load the memory of children with a multitude of unconnected local and foreign details. The principal current events should certainly be well known.

Now most teachers know that Geography, if taught to good purpose, deals with the shape, size, position, soil, climate, productions, commerce, connections of countries, the influence of rivers and mountains on the political

Geography, etc.; and to these points are advised to give their chief attention.

Industry may produce passable results for examination purposes, but really valuable lessons can only be given by teachers who have a love for the subject and are thoroughly imbued with it themselves, and have acquired the power of exciting in their pupils a living interest in the countries, etc., they are describing. It is therefore of chief importance to be well up in the lesson taught to render good service.

Time supposed to be given to a lesson is half-an-hour. This is quite ten minutes longer than the teacher of a well-organized Public School (where are Standards from I to VI) will be able to give.

If the lessons dealt with elementary terms as,—equator, poles, axis, zone, meridians, size and shape of the earth, etc., free use of the globe should be made. The globe being placed on the teacher's desk, the necessary questions may be asked, answers in the forms of definitions given, accompanied with numerous whys and wherefores—thus a most successful and interesting lesson may be conducted.

If the lesson dealt with other Geographical terms as,—peninsula, island, strait, isthmus, sea, volcano, etc., free use should be made of the black-board and maps.

As an example, an Isthmus may be drawn by the teacher, a definition given by one pupil, an example found out on the map by another, and its name learned by all.

Proceeding in a similar way a Strait may next be taken, since it answers on the sea to an Isthmus on the land.

On account of its importance and the many terms relating thereto, we may take the River as our last example.

Slopes of mountains may be roughly drawn with snow melting on the tops, the water trickling down those slopes and collecting in the valley below may be explained as the source of the river. Springs, etc., may also be mentioned as the source.

Two lines may be drawn to indicate the main river, and arrows to show the direction in which the water flows, then *bed*, *right* and *left bank* may be explained.

A single line joined to the main river indicating a smaller stream may serve to explain *tributary* and where the two join the *confluence*

Proceeding with the main river the lines may be dropped suddenly down nearly perpendicular, and the water plunging suddenly from the higher to the lower level will show a *waterfall*. A little further on a *hollow place* may be shown to be filled up by this river before it can flow further, and thus a good idea of a *lake* may be obtained.

Where the river ends lines may indicate it flowing by several mouths, and the *triangular district* between may be pointed out the *delta*.

One or two feet on either side of the black-board all along the banks of the river, from Source to Mouth, will correspond to the *basin* of the river. With the river thus mapped out and the names fully explained, the lesson cannot fail to be interesting and successful.

It may then be explained that Rivers are of great use to man in many ways. Towns are built upon their banks, because of the water supply for the use of the inhabitants, or it may serve to take away the refuse of the city, etc. Factories and mills are ranged along the banks of rivers, especially where they are navigable, hence we find some of the largest manufacturing towns situated on rivers.

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### LITERAL TRANSLATION

Of parts of the prescribed Ovid,—by two of our Senior Grade Girls.

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OID—I.—[Fast, I, 539-578].—Having landed from the ship, he stood an exile on Latin soil, how happy was he who had that country for a place of exile! There was no long delay, new houses were built, nor was there anyone greater in the Italian mountains than the Arcadian (Evander). Lo, the club-bearing hero Hercules there leads the

cows of Erythea, having traversed the whole world from one end to the other. And whilst the Arcadian house of Evander was his place of entertainment, the cattle left unguarded wander through the happy meadows. It was morning; the guest from Tiryns, roused from sleep, notices that two bulls are missing from the number. He, seeking, sees no traces of the secret theft, for Cacus had dragged the beasts backwards into his cave,—Cacus, the terror and plague of the Aventine woods, and no slight pest to both neighbours and strangers. This man had a dreadful face; an enormous body and strength in proportion to his body. The father of this monster was Mulciber. Instead of a house he had a huge cave hidden in deep recesses, scarcely to be found out by the wild beasts themselves. Skulls are fixed on the tops of posts and arms hang there, and the squalid ground is white with human bones. Jupiter's son (Hercules) was going away without the lost part of his oxen when the stolen ones gave forth a hoarse bellowing. "I accept the recall" he said; and following the sound, the avenger comes through the woods to the cave of the impious thief. Cacus had blocked up the entrance with a huge fragment of rock, and scarcely could ten yoke of oxen have moved it. Hercules puts his shoulders to it (the heavens too had rested on them) and the vast work reels. When this fell the noise terrified the heavens themselves, and the smitten ground caved in under the weight of the mass. Cacus first commenced the battle at close quarters and fought fiercely with stones and stumps. When nothing is done by these means the wicked giant takes refuge in the arts of his father and vomits flames from his roaring mouth. As often as he breathed them forth, you would believe Typhon was breathing and that rapid lightning was being hurled from the fire of *Ætna*. Alcides (Hercules) springs upon him; and his thrice knotted club, raised and drawn back, comes down heavily three and four times on the face of his adversary. Cacus falls and vomits smoke mixed with blood; and dying, beats the ground with his broad chest.

OVID—V.—[Fast, II. 721-760.]—Meanwhile Ardea is

surrounded by the Roman standards, and is suffering the tedious anxieties of a siege. While there is a lull in the operations, and the enemy are afraid to engage in battle, games are played in the camp, and the soldiers lead an idle life. Tarquinius is entertaining his young comrades with feasts and wine, when the King's son, one of the guests, says:—"While Ardea, difficult to take, is keeping us here engaged in a lingering war, and does not permit us to hang up our arms in the temple at home, what are our wives doing, and are they thinking of us as we of them?" Each man praises his own wife, and the dispute increases in fierceness, while tongue and heart wax warm with much wine. Up gets he who was called after the famous town of Collatia, "There is no need of disputing" he says, "night is at hand, let us mount and seek the city." This suggestion pleases them, so the horses are bridled, and carry their masters to their destination. They immediately sought the Royal Palace, there was no sentinel at the wicket, and lo! there they found the King's daughter-in-law, with garlands hanging from her dishevelled hair over her shoulders, sitting up all night with wine upon the table. Then straightway Lucretia was sought; she was spinning, and before the couch were baskets and soft wool. By the light of a small lamp her servants were spinning their weighed-out tasks; while she herself, sitting among them, was saying in a gentle voice: "As soon as we have finished the coat it must be sent to the master; come now, hurry girls! but what news do you hear? for you are in a position to hear more than I can; how long do they say the war is likely to continue? Shortly thou wilt be conquered and fall, Oh Ardea! Thou art resisting better men than thy citizens are! Oh cruel Ardea, that compels our husbands to be away from us so long. Oh! that they may return! but my husband is rash, and when he has once drawn his sword he stops at nothing: I faint and almost die as often as the image of him fighting occurs to me, and an icy coldness seizes upon my heart." She ended by bursting into tears, and dropping the stretched threads, she buried her face in

her lap. This was very seemly, her modest tears fell, and her face responded to and expressed her feelings. "Do not fear, I am coming!" said her husband; she revived, and hung a sweet burden on his neck.

## Time Table for School Teachers, Principal and Assistant Scholars, 80-100

I.—UPPER DEPARTMENT.	II.—PRIMARY DEPARTMENT.
Hours.	Hours.
9.30—9.50. Opening exercises including Scripture Lessons.	9.30—9.50 Opening Exercises.
9.50—10.20 Std. VI. Home Lesson—Hist. Geo. or Gram.	9.50—10.20 Std. III. Home Lesson—Gram. or Geo.
" V. Composition Exercises, based on Reading Lesson.	" II. Write difficult words from Reading Lesson.
" IV. Transcribing part of Reading Lesson, or writing difficult words.	" I. Write difficult words from Reading Lesson.
10.20—10.40 " VI. Arith. or Algebra.	10.20—10.40 Std. III. Arithmetic.
" V. Home Lesson—Hist. Geo. or Gram.	" II. Reading & Spelling.
" IV. Arithmetic.	" I. Write difficult words.
10.40—11.00 " VI. Arith. or Algebra.	Primer. Printing.
" V. Arith. or Algebra.	10.40—11.00 Std. III. Arithmetic.
" IV. Home Lesson—Hist. Geo. or Gram.	" II. Arithmetic.
11.00—11.15 " VI. Arith. or Algebra.	" I. Reading & Spelling.
" V. Arith. or Algebra.	Primer. Figures.
" IV. Reading & Spelling	11.00—11.15 Std. III. Arithmetic.
11.15—11.30 Recess for entire school.	" II. Arithmetic.
11.30—12.00 Stds. VI. & V. Advanced Lesson as, Euclid, Eng. Classic, or Latin.	" I. Arithmetic.
Std. IV. Arithmetic.	Primer. Reading.
12.00—12.20 " VI. Arithmetic.	11.15—11.30 Recess for all classes.
" V. Reading & Spelling	11.30—12.00 Std. III. Reading & Spelling.
" IV. Arithmetic.	" II. Arithmetic,
12.20—12.30 Examination of desk work, chiefly Arithmetic.	" I. Arithmetic.
2.00—2.30 Stds. VI. & V. Book-keeping.	Primer. Arithmetic.
Std. IV. Writing on copy-books.	12.00—12.30 Examination of desk work, Arithmetic.
2.30—4.00 Explanation of Eng. Grammar or Mathematics to classes in order.	2.00—2.30 Writing for all classes.
	2.30—4.00 Explanation of Grammar or Arithmetic to different classes. Language Work & Object Lesson occasionally.

N. B.—This time table is arranged thus so as to lessen the work of printing. Pupil-teachers are recommended to rearrange for themselves in tabular form.

DRY GOODS, **M** PROVISIONS  
 FISHERY **O** AND  
 OUTFITS, **N** GENERAL  
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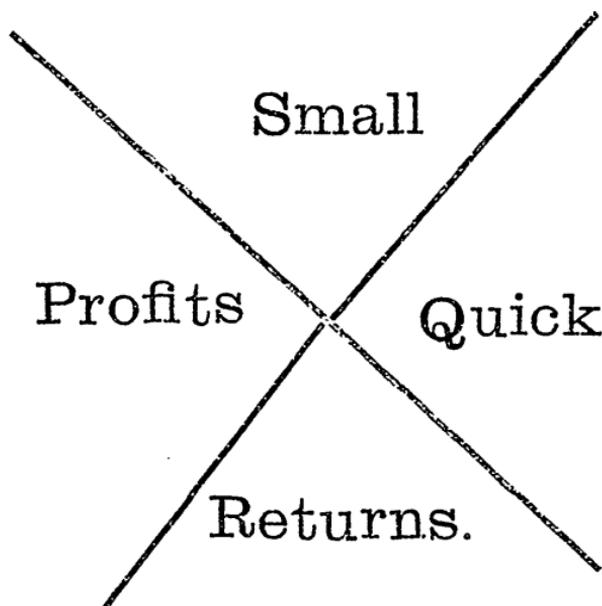
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FLANNELETTES	CANVASSES	LADIES' JACKETS
CALICOES	CURTAINS	LADIES' UND'RWEAR

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