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THE EDUCATOR.

No. 7.] "A Thoroughly Educated People never can be Slaves." [Vol. I.

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THE EDUCATOR

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Price for single copies 20c per year. In clubs of four and upwards 25c per year. All subscriptions are payable invariably in advance.

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

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Original and Selected.

THE TEACHER IS THE BOOK.

That the Teacher is the School, we have found to be true in more than one sense; of course not in the full sense of the word, there being, besides the teacher, some more constituents necessary for the full reality of a

school—as, for instance, the pupils, the building, the school system and its administration. But that the teacher ought to be the text-book, is true in the proper sense of the word. The best school is that which makes the least use of text books, the teacher filling their place.

The term text-book does not here apply to reading-books of whatever kind; no school can do away with these. But it applies to all other kinds of books which are commonly used in schools. Of these we hold that they ought to be replaced by live teachers; that learning by heart ought to be replaced by oral teaching and recitations by oral repetitions. It is no new theory which we here proclaim; it is the Pestalozzian system, as spread all over Germany and Switzerland, and tried and proved in half a century's practice of the reformed schools there.

On the other hand, the Anglo-Saxon system of teaching, as practiced in Great Britain and the United States, is book-teaching. Whenever any of the sciences is to be taught in school, the teacher singles out a chapter of the text-book introduced for learning by heart. The better class of teachers will, on this occasion, explain the contents of the chapter, or they will do the same thing after recitation—which is worse yet. The pupil has to recite his task, and a new chapter is committed to memory; and so on till the book is gone through. If there are practical examples given in the book, as for instance in all books of arithmetic, the pupil has to solve them, as well as he can, with, or without, the aid of the teacher—in a few cases in school, but on the whole at home. It strikes us that the teacher plays here a very subordinate part, and a machine might be invented to supplant him, in most cases; for hearing a recitation, and pronouncing a judgment on its perfection or imperfections, might generally be just as well performed by the better pupils of the class. The text-book here is

almost everything, the teacher almost nothing or nobody. The pupil is passive and merely receptive; he is not guided to reproducing the matter to be mastered out of himself to becoming active and independent. The matter is not developed in his mind, nor his mind developed through and with the matter. It is only the best talent, a very small percentage of boys and girls, who will in this way become tolerably proficient in the science to be acquired; because only a very few have the mental capacity which is self-instructive, which digests mental food in whatsoever sauce served up. The balance of the pupils will, after the lapse of a few months, have forgotten every particle of the truths thus received, but not assimilated. At least this is our experience.

In that system which makes a text book of the teacher, the latter is, of course, required to be master of the science to be taught, to have it at his fingers' ends, thoroughly understood, and ready for communication. When he begins his instruction, he must be well prepared, and all he says on the subject must be calculated to inspire the learners with love for the science to be mastered, and its objects. Wherever it is possible to illustrate the subject, by presenting it to ocular inspection, he will do it; each of his lessons is more or less an object lesson. Whatever he can forego teaching himself, by eliciting it from the class through adroit questions, and by rendering thus the pupils self active, he will extract from them. He will make them see, and, in general, examine with their own senses, what is to be seen or examined in the objects presented, and lead them to express their observations, when correct and complete, in proper language. The less he speaks himself, making his pupils speak instead, the better. If he succeeds in this way, in making them discover for themselves the principles and laws underlying the phenomena, he may depend on their never forget-

ting the chapter of science thus presented and illustrated. Thus he sharpens their perceptive powers, quickens their wit, their reflection, presence of mind, and attention, — he interests them in the objects presented to such a degree, that they acquire knowledge almost imperceptibly and without severe efforts. Learning becomes pleasure, and is accompanied with the same intense satisfaction which accompanies every kind of growth and perfect assimilation. Such a teacher is sure to attract and advance every single pupil of his class; and although learning in such a thorough manner must needs be slow and gradual from the outset, a great deal of time is gained in the end by the rapid mental growth of the pupils, and by their self-activity. Beginning slowly, he may make rapid strides in the end, because his pupils meet him half way with keen mental appetites and ready assimilating powers. There is, of course, in every science a number of facts which are not mastered by simple reflection, but must, at the same time be impressed upon the memory for immediate practical use. The teacher will further this work of memory either by dictating, at the end of the lesson, a short paragraph containing those facts, and by repeating the same with the class properly; or he will set the pupils themselves, when far enough advanced to commit these facts to writing, and have the contents properly repeated; or he will, if a reading-book is at hand containing the facts, refer the class to their book, and repeat them from it. Thus the pupils will, in time, become living text-books, like the teacher, and what they have acquired will be their imperishable property, ready for any application in practical life. The science appropriated in this way will be alive in the scholar and shed light on all cognate subjects. This is the Pestalozzian system of instruction, as compared with the Anglo-Saxon.

Now it will be easily seen that the system in which the teacher is the text-book, has great advantages over the other system, in which the teacher has a text-book, and the text-book is the real teacher. How superior soever be the text-books you may devise, they are dead teachers, and cannot engender life in the majority of your pupils. Besides the pupils, if they advance materially by the aid of their text-books, will be grateful for this result, not to their teacher, but to their books. And if they do not advance, they will blame for this result, not the book, but the teacher. Thus the Anglo-Saxon system loosens, if it does not indeed destroy, the moral connection between the teacher and his pupils. The Pestalozzian teacher on the contrary, is very potent for good; his pupils have a boundless confidence in him and his office. They feel that they owe their rapid mental growth to him exclusively, and he is implicitly believed and obeyed.

He sways their whole being as with a magic wand; he exerts over them an enormous moral influence for all educational purposes. He is to them the impersonation of truth, dignity and moral worth; and he must have very little moral character, if he does not feel exalted by their appreciation of him, and stimulated to work out his own moral bearing into a model for them.

Now it may be pleaded in excuse for the Anglo-Saxon system, that there is in a country with a rapidly increasing population a great lack of competent teachers, and that, therefore, good text-books are to make up for this want, at least to some degree. Grant that this is so, it is an evil to be overcome. Incompetent teachers lessen the respect due to science and education, thus doing almost more harm than good. The sooner you get rid of them the better. The radical reform is also, in this respect, the cheapest and most practicable of all. Besides, text-books are, with scanty exceptions, faulty enough, and it is infinitely more difficult to prepare text-books (nay, it is almost impossible, because the understanding and the wants of every individual learner are different) than to raise a generation of true and good teachers, who know how to accommodate themselves to the individual wants of every pupil. Finally, the text-books used revision almost from year to year, science is now progressing in such a way as to revolutionize many old-established truths, and opening new views in an unprecedented manner. But a live teacher may always control his science according to the latest discoveries, and conform his teachings to the modern improvements in knowledge and philosophy. He will be up to the times; text-books never are.

GRAMMATICAL NOTES.

CERTAIN COMMON ERRORS.

Most for almost. A very common error. Examples: "I believe we are prepared for most anything."—*New York Paper*. This should be, "for almost anything." Any is the word modified by almost, and should, in spelling, be separated from thing. "Pittsburgh Landing is the place where most all the Federals landed."—*N. Orleans Paper*. "Most every dress-maker has a lib on her own."—*Phila. Paper*. "These are most always found near the sea."—*Boston Paper*. "He is most as tall as I." In these and all similar instances, almost is the word to be used, not most.

2. *Myself* for *me* or *I*. *Myself*, like *yourselves*, *himself*, *herself*, is reflexive, and properly used only when it refers to an *I* or *me* in the same sentence with itself. The *I* is sometimes merely implied, especially when *myself* is used as a reduplicate pronoun, as in the following:

"*Myself* shall mount the rostrum in his favor."—*Addison*.

I nightly lodge her in an upper tower,
The key whereof *myself* have ever kept,—
SHAKESPEARE.

Here, in both instances, the complete form of expression is "I myself." But, whether expressed or understood, *I* in some one of its forms belongs to every sentence in which *myself* is properly used, so that the latter, as a reflexive, can have its appropriate word to relate to. Examples: "*I* will disguise *myself*." "By *myself* have I sworn." "Thou hast kept *me* from avenging *myself* with my own hand." "After having been thus particular upon *myself*, I shall in to-morrow's paper give an account of those gentlemen who are concerned with *me*." Here *me* for *myself* is unidiomatic. It is inadmissible. Though allowable sometimes in verse, (as, "I sit *me* down a pensive hour to spend.") in prose it is improper. So, on the other hand, the use of *myself* for *me* or *I* is elegant and incorrect. It is a perverting of the word from its proper function as a reflexive pronoun. And yet this misuse is very common. It would seem as though some persons have an instinctive dread of using *me*; for, whenever they can, they employ the longer, inappropriate, and improper word *myself*. Examples: "Neither Dick nor *myself* could answer this question."—*Ten Acres Enough*. "Both *myself* and wife [Both my wife and I] had always coveted a cow."—*Do*. "Such as Hodgson, Caldwell, Logan, and *myself* have pointed out."—*Max Muller*. "Mr. L— and *myself* went to examine the falls."—*Dwight's Travels*. "It was determined to devote *me* to the church, that so my humors and *myself* might be removed out of the way."—*Irving*.

To some there may be an appearance of propriety in this last example, if not in the second one. But both are equally incorrect. They resemble somewhat that well-known error of Addison's, "My Christian and surname begin and end with the same letters."—*Spect.*, No. 305. This, to be right, should be, "My Christian and sur names begin." &c. But this is not English. So, if *myself* were not one word, we might say, "My humors and my self,"—*humors* and *self* denoting two different parts or properties of the same person. In a similar manner we might say, "My self and wife," just as we say, "My shoes and stockings." But this is inadmissible. Not only is *myself* a single word, but its character as a reflexive forbids its being used with any propriety as a substitute for *me* or *I*. As Archdeacon Hare says, "In such expressions as *My father and myself*, *My brother and myself*, we are misled by homophony; but the old song, beginning 'My father, my mother and I,' may teach us what is the idiomatic and also the correct usage."

The above uses of *myself* are as improper as the following use of *himself*. "As the President can seldom be absent from Washington for any great length of time, it is desirable to furnish *himself* and family [The writer meant *him* and his family] with some such place of retirement." Correct writers and speakers never thus misuse the so-called compound personal pronouns, whether of the first person, or of the second or third. Walpole says, "In the beginning of the differences between Gray and *me*, the fault was mine." Modern school-

girls and newspaper correspondents would say, "Between Gray and myself." Gray himself wrote, "The spirit of laziness begins to possess even me, that have so long declaimed against it." Our modern autophobists, as Hare would call them, shrinking from the use of *me*, would say, "Begins to possess even myself," &c. We question very seriously whether such unidiomatic English can be found anywhere in the writings of Addison, Swift, Johnson, Junius, Macaulay, Channing, Bancroft, and other truly classic authors.

3. *While for when.* We see this at almost every railroad crossing throughout the country. "Look out for the cars *while* the bell rings." *While* denotes duration or continuance; but *rings* denotes momentariness of action. Hence the impropriety of using the former to denote the nature of the time implied in the latter. We should either make the verb correspond in form to *while*—thus, "Look out for the cars *while* [i. e., during the time that] the bell is *ringing*;" or else, which is better, make the conjunctive word correspond with the form of the verb which expresses the meaning designed; thus, "Look out for the cars *when* [i. e., at the time that] the bell rings." In this way, the times respectively implied in the adverb and the verb are made to correspond.

4. *Long ago since.* This combination is always improper. *Ago* denotes a point of past time, and hence needs to be coupled with tenses implying past time only. But *since* denotes a period reckoned from some past point forward to the present. It is improper, therefore, to use it with reference solely to a certain point of past time. As a conjunctive adverb of time, it properly connects an assertion involving past time with one involving present time.

"It is a year *since* he was here last." *Since* the fathers fell asleep, all things *continue* as they were from the beginning." "We have not seen [Pres. Per.] him *since* he went to Ohio." Examples like the following are, therefore, incorrect. "It was not long ago *since* the Charleston Mercury said," &c. This should be, "It was not long ago *that* the Charleston Mercury said;" or, "It is not long *since* the Charleston Mercury said." "It is a long time ago *since* I have had that pleasure" Corrected this will be, "It is a long time *since* I had that pleasure." "How long is it ago *since* this came to him?" Omit *ago*; or else say, "How long ago *was* it *that* this came?" "Tis but an hour ago *since* it was mine." This, of course, is corrected in the same way.—*New York Teacher.*

(TO BE CONTINUED.)

THE BOOK-KEEPER'S DREAM

BY J. W. EDDY.

The day had wearily worn to its close,
And night had come down with its needed repose,
As a Book-keeper wended his way from the store,
Glad that his toilsome hours were o'er.

The night was cheerless, and dismal, and damp,
And the flaring flame of the dim street lamp,
Went out in the wild rough gusts, that beat,
With furious speed, through the gloomy street.

Tired and cold, with pain throbbing head,

He sank to repose in his lonely bed,
Still through his brain, as the Book-keeper slept,
Visions of Debtor and Creditor crept

The great Balance Sheet he had finished that day,
And Profit and Loss, in the usual way,
Showed how much money, the merchant had made
Or lost, in the preceding twelve months' trade

And he dreamed that night, that an angel came
With the Leger of Life, and against his name,
Were charges till there was no more room to spare,
And nothing whatever was credited there

There were life, and its blessings, intellect, health,
There were charges of time, opportunities, wealth,
Of talents for good, of friendship, the best
Of nourishment, joy, affection and rest.

And hundreds of others, and each one as great,
All with interest accrued from the time of their date,
Till despairing of e'er being able to pay,
The Book-keeper awoke from the angel away

But the angel declared the account must be paid,
And protested it could not be longer delayed.
The Book-keeper sighed, and began to deplore
How meagre the treasure he'd laid up in store

He'd cheerfully render all he had acquired,
And his note on demand, for the balance required.
When quickly the angel took paper and wrote
The following, as an acceptable note

"On demand, without grace, from the close of to day,
For value received, I promise to pay
To him who has kept me, and every where
Has guarded my soul, with infinite care,

Whose blessings outnumber the drops of the ocean;
While living, the sum of my heart's best devotion.
In witness whereof, to be seen of all men,
I affix the great seal of souls, Amen."

The Book-keeper added his name to the note,
While the angel, across the great ledger-page, wrote
In letters as crimson as human gore,
"Settled in full" and was seen no more.

LESSONS FROM OVERHEAD.

THE DEW.

If clouds are necessary to produce rain, sunshine is an essential to the formation of dew. A dewy morning only follows a day whose sun has well warmed up the earth. It is necessary that the heat should readily radiate into the surrounding atmosphere by night. When the surface of the earth thus cools down more rapidly than the incumbent air about it, and when the air is saturated with moisture, then, by the contact of temperatures, the air becomes unable to retain its moisture, and yields its sprays and vapors to be shaped by a natural law, the same which rounded the world out of chaos and orb'd the universe; and what was invisible becomes visible in drops of settling dew. So whenever dew is seen to fall, there must first have been a flowing down of sunshine in the day, and then a responsive current of warmth uprising in the night, toward the region whence it came. The earth receives and yet returns the heat the heavens give, and as if to reward such gratitude, the dew descends to refresh and gladden its beseeching and thankful breast.

2. So, when people's hearts are hard, and dry, and desolate, it may be because they lack responsiveness to heaven's gifts—for want of gratitude for the light and privilege which

have shone upon them all their days. Teachers, if they would see their classes bright and happy, and parents, if they would have glowing summer in their homes, and have young hearts themselves, should be open-souled and thankful, and teach the children how to be grateful for daily blessings. Then would sun-warmth from the better world be taken in through the gauze of form, and task, and habit, and fashion; then, because each heart would be flower instead of flint, grass instead of granite, fruit instead of fossil, then would the pearly dew drops of glory glitter all over a school and all through a family, like an immortal morning.

3. The dew does not waste itself on rocks, however high, and immovable, and prominent, but it blesses the bowing roses in their lowliest solitudes, and flashes its sparkling diamonds all over the trampled ivy on the ground. It passes by the cathedral spire and the marble palace, to nestle in the arms of the clover, and to kiss the leaf already flushed with the scarlet fevers of the Fall. It does not settle on the leaves of the bitter rag-weed which grows spontaneously to choke what men have planted, but rather, because of the intruder, distills in double measure upon the blades and silken sheathing of the corn, until in early morning suns they glow and smile as after streaming rain.

4. Some parts of the earth's surface never receive any dew. It never falls on stony ground. The reflection of the sky's warmth from stony places is not sufficient to melt the dew. No avenues are opened for the dew drops, and there is no use for them, did they fall. There is no perceptible development to a rock. It puts forth no buds or blossoms; it spreads no leaves; it bears no fruit. And some human hearts are so. They remain uncheered, unblest, unmet by any spiritual visitations from above. The heavenly dews, falling all around, reach them not. For they are not warmed into life by daily blessings and bounties, and respond not to, but resist, the light and love of heaven.

5. An open, unobstructed sky is necessary to the formation of the dew. There must be room for the earth's moisture to rise freely and broadly, and lose itself in the air. Any thing that intercepts a full view of the firmament, prevents the deposition of the dew. Dew never falls on a cloudy night. The face of the high heavens must not wear veils. A single cloud astray across the skies, though stars shine all around it, is a hindrance to the process which distills the dew.

6. Truth is sometimes beclouded. Then fear or impulse takes the place of judgment. Like the vapors which rise from marshy places and stagnant pools where foul waters gather and rank weeds grow; so, from the waste-places of the heart, and the neglected depths of the soul, where passion festers and mists of prejudice arise—shapeless, confused, and

dim and dark and lowering doubt becloud the skies of Truth. Oftentimes the crested opinions of men are the greatest obstructions to the true light. These are the clouds that hang over many a sad, bewildered spirit, closing the passage between it and God. It is the teacher's work to clear away the rubbish from the young mind and to so inspire, by word and example that it shall be ever open to new lessons out of heaven, sweet and pure as the light and the dew, rather than to smother it in the wrappage of lettered lessons and professionalities.

ALEXANDER CLARK.

(CONCLUSION IN NEXT NUMBER.)

FREEZING THE BRAIN.

The discovery that the brain of a living animal could be frozen, and afterward could recover, was made by Dr. James Arnott, who solidified the brain of a pigeon by exposing it to a freezing mixture. Here research stopped, because with an ordinary freezing mixture it was not possible to act on individual parts of the organ; but the importance of the discovery is not the less on that account. It was a marvellous revealing. Think what it was! Here was a living organ of mind, a centre of power, of all guiding power, of all volition. It took in every motion of the universe to which it was exposed. It took in light and form and color by the eye; it took in sound by the ear; sensation and substance by the touch; odor by the nostrils; and taste by the mouth: it gave out in return or response, animal motion, expression—all else that demonstrates a living animal. With it the animal was an animal; without it the animal was turned into a mere vegetable. And this organ, the very centre and soul of the organism, was, by mere physical experiment, for a time made dead—all its powers ice-bound. And this organ, again set free, received its functions back again, and, as we know now by further observation, its functions unimpaired. Surely this was the discovery of a new world.

WHO WANTS A BOOKKEEPER!

Competent Accountants can be furnished at any time for Merchants, Bankers, Professional men, Mechanics or Farmers, if application be made, (stating salary,) to J. W. Jones, Principal of London Com'l College. Those wishing to secure Bookkeepers or Travelling Agents, will do well to obtain the services of Graduates of this College, as their training has been of the most thorough and practical nature, and we feel confident that any young man thus recommended will give perfect satisfaction to any reasonable employer.

M. J. Rosenthal states, in Comptes Rendus that by exciting artificial respiration, and

maintaining it for three or four hours, it is possible to save the life of an animal to which a dose of strychnine has been administered.

Practical Lessons in Spencerian Penmanship.

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

THE CAPITAL LETTER V commences with a Capital Loop, which is slightly modified at the base by a turn to the right, connect-

ing it with a compound curve extending upward two spaces, and terminating with a dot as in W.

Measured upon a straight line, drawn at right angles with the regular slant through the middle of the loop, the letter may be divided into five equal spaces.



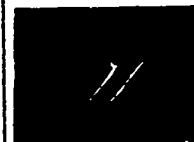
ANALYSIS.—Principles:—Seventh, Second, Third.



PROBABLE FAULTS.—Downward lines too close to each other; second downward line made a full compound curve; turn at base too wide, or made angularly.



SUGGESTIONS.—Practice exercise in diagram, giving special attention to slants and turn at base.



THE CAPITAL LETTER U begins with a modified Capital Loop, as in V. It unites in a turn at the base with a right curve, extending upward two-thirds the height of the letter. A slanting straight line retraces the right curve one-half the length of the letter, and continuing to the ruled line, unites by a lower turn with a right curve, drawn upward one space.

The last two right curves are similar.

The width of the letter may be divided into six equal spaces.



ANALYSIS.—Principles:—Seventh, Second, First, Second.



PROBABLE FAULTS.—Same in first part as in V: straight line slanting too much, & retracing curved line too near to its base.

SCORSTION.—Practice upon the parts separately, as in the analysis.

CRITTENDEN'S BOOK-KEEPING.—Parties wishing to obtain Crittenden's Book-Keeping, (Counting House Edition,) a large and very valuable work, 314 pages, durably bound in cloth, can do so by applying to us and remitting price, as follows; By Mail \$2.00, By Express, 1.75

HUMAN FOSSILS.

Seven more skeletons of human beings who are supposed to have lived long before the present geological era of the earth, and consequently before the period assigned in our ordinary chronology to the creation, have been discovered in France. The locality is a spot opposite the station of Eyzies, in the commune of Tayac, department of the Dordogne. Two of the skeletons were destroyed by the ignorant laborers who unearthed them but five were preserved, and their skulls have been sent to Paris for examination by men of science. The circumstances attending their discovery, the peculiarities of their structure, and the nature of the formal position in which they were buried, will doubtless soon be published to the world.

CONSISTENCY IS A JEWEL.

The following notice is clipped from "The Strathroy Age," which paper was, at the time of its insertion, edited and published by Geo. W. Ross, the writer of the article. We would also state that this was done voluntarily on his part and without charge. We were not even advertising in his columns at the time. The Italics are Mr. R.'s

LONDON COMMERCIAL COLLEGE.—Through the energetic efforts of the Principal, J. W. Jones, this college has now attained a reputation for respectability and efficiency, which places it beyond doubt as one of the best institutions of the kind in Western Canada. The course pursued is not to *crawl* but to educate, and that thoroughly and practically. Attention is paid to moral as well as to intellectual education, and the completeness of the system does away with both preparatory and subsequent training. Besides this, the diploma of the college is in itself an excellent recommendation for a young man wishing to get a situation as a clerk. We would advise our young men to avail themselves of the facilities afforded by this institution, and thus qualify themselves by a regular course of training to comprehend and master all the difficulties and intricacies of *business*.

The cause of our publishing the above, is that we have been informed, that this same man actuated by some motive unknown to us, whilst addressing a public meeting, not long ago, made statements which were cal-

culated in their nature, and apparently designed to injure the very institution which he had before been so forward in extolling. We are glad, however, that the interests of the College are not dependent on the good or ill will of that class of persons, to which Mr. R. evidently belongs. Having given the above extract and the necessary explanations we are willing to leave the matter in the hands of an intelligent and discerning public, feeling satisfied that, in the end, perfect justice will be awarded, both to the author of the article and the institution about which he has been guilty of "blowing both hot and cold."

The Teacher in the School-Room

If we enter successively a number of school-rooms, we shall probably discover a contrast something like this:—In one we shall see a presiding presence, which it will puzzle us at first sight to analyze or to explain. Looking at the master's movements—I use the masculine term only for convenience—the first quality that strikes us is the absence of all effort. Everything seems to be done with an ease which gives an impression of spontaneous and natural energy; for, after all, it is energy. The repose is totally unlike indolence. The ease of manner has no shuffling and no lounging in it. There is all the vitality and vigor of inward determination. The dignity is at the farthest possible remove from indifference or carelessness. It is told of Hercules, god of real force, that "whether he stood, or walked, or sat, or whatever thing he did, he conquered." This teacher accomplishes his ends with singular precision. He speaks less than is common, and with less pretension when he does speak, yet his idea is conveyed and caught, and his will is promptly done. When he addresses an individual or a class, attention comes, and not as if it was extorted by fear, nor even paid by conscience as a duty, but cordially. Nobody seems to be looking particularly, yet he is felt to be there, through the whole place. He does not seem to be attempting anything elaborately with anybody, yet the business is done, and done remarkably well. The three-fold office of school-keeping, even according to the popular standard, is achieved without friction and without failure.— Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this style of teacher we find another. He is the incarnation of painful and laborious striving. He is a conscious perturbation; a principled paroxysm; an embodied flutter; a mortal stir; an honest human hurley-burley. In his present intention he is just as sincere as the other. Indeed, he tries so hard, that by one of the common perversions of human nature, his pupils appear to have made up their minds to see to it that he shall try harder yet, and not succeed after all. So he talks much, and the multiplication of words only hinders the multiplication of integers and fractions, enfeebles his government and be-

clouds the recitation. His expostulations roll over the boys' conscience like obliquely shot bullets over the ice; and his gestures illustrate nothing but personal impotency and despair — *American Journal of Education*

MAKE FRACTIONS INTELLIGIBLE.

BE SURE THAT FRACTIONS ARE WELL UNDERSTOOD.—Most teachers and pupils fail in not giving sufficient attention to fractions. If the various operations in fractions are clearly explained by the teacher, and followed by frequent practice by the pupils, the results will be favorable. Let it be your aim to give thorough instruction and frequent drill in exercises involving the various principles of fractions. Facility and accuracy here will be of great service in all other arithmetical exercises. We once knew an entire school in which most of the pupils had been nearly through (that is, had been taken nearly through) written arithmetic, and yet not one could answer the following simple question proposed by a visitor: "If an apple and a half cost a cent and a half, what will one apple cost?" Who cannot see that in such a school, the subject of fractions had not received merited attention?

PHONOGRAPHIC WORKS, &c.

PHONOGRAPHY, (sound writing, or writing by sound,) provides a sign for each sound in the language. In ordinary writing a NUMBER of letters or signs are made (often arbitrarily) to represent a given sound, but in Phonography one sign directly represents the sound, hence its scientific brevity. This principle of one sign always representing the same sound, greatly aids the student in mastering its elements. It is also a valuable aid in pronouncing, as it leads the mind to note and analyze the sounds which compose a word and hence more correctly to pronounce it. Parties often enquire of us what time would be required to learn Phonography. The answer to this question should be given partly by the student, as a great deal depends on himself. In our classes we mostly give individual instruction, and we are quite safe in saying any young man can learn the elementary principles in two months if he takes from two to three lessons per week, and if he has sufficient perseverance he may do it in pretty nearly the same time alone. The difficulty is not so much in learning as in practicing afterwards. Books containing full instructions will be sent to all who wish to study or teach the art, on application being made to J. A. Elliott, at the London Com'l College; Manual and copy book by mail, \$1 1/2, by Express, \$1:00. Price list of all other Phonographic publications furnished free.

DR. WATTS ON THE IMPROVEMENT OF THE MIND.

1. If we would improve our minds by con-

versation, it is a great happiness to be acquainted with persons wiser than ourselves. It is a piece of useful advice therefore to get the favor of their conversation frequently, as far as circumstances will allow, and if they happen to be a little reserved, use all obliging methods to draw out of them what may increase your own knowledge.

2. What-ever company you are in, waste not the time in trifling and impertinence. If you spend some hours amongst children, talk with them according to their capacity, mark the young budbuds of infant reason, observe the different motions and distinct workings of the animal and the mind, as far as you can discern them; take notice by what degrees the little creature grows up to the use of his reasoning powers, and what early prejudices beset and endanger his understanding. By this means you will learn to address yourself to children for their benefit, and perhaps you may derive some useful philosophemes or theorems for your own entertainment.

3. If you happen to be in company with a merchant or a sailor, a farmer or a mechanic, a milk-maid or a spinster, lead them into a discourse of the matters of their own peculiar province or profession; for every one knows, or should know, their own business best. In this sense a common mechanic is wiser than the philosopher. By this means you may gain some improvement in knowledge from every one you meet.

4. Confine not yourself always to one sort of company, or to persons of the same party or opinion, either in matters of learning, religion or civil life, lest, if you should happen to be nursed up or educated in early mistake, you should be confirmed and established in the same mistake, by conversing only with persons of the same sentiments. A free and general conversation with men of very various countries and of different parties, opinions and practices, so far as it may be done safely, is of excellent use to undeceive us in many wrong judgments which we may have framed, and to lead us into juster thoughts. It is said, when the king of Siam, near China, first conversed with some European merchants, who sought the favor of trading on his coast, he inquired of them some of the common appearances of summer and winter in their country; and when they told him of water growing so hard in their rivers, that men and horses and laden carriages passed over it, and that rain sometimes fell down as white and light as feathers, and sometimes almost as hard as stones, he would not believe a syllable they said; for ice, snow, and hail, were names and things utterly unknown to him and to his subjects in that hot climate; he renounced all traffic with such shameful liars, and would not suffer them to trade with his people. See here the natural effects of gross ignorance.

BOOKS RECEIVED. We are in receipt of Guyot's Intermediate and Elementary Geographies, (New Edition,) in which the maps have been made to conform to the present boundaries and relations of the Dominion. It is a great pity that there is not more space allotted to the lessons on this country, but these books are certainly models of correct taste and beautiful design, and the practical lessons on Map Drawing which are a prominent feature throughout their entire extent, make them extremely valuable to all who desire to become really familiar with this delightful study. For Private Schools or Family use we believe they have no equal. Persons ordering them through us, will be supplied at the following rates viz:—

For either the Elementary or Primary,
By Mail 90 c. By Express 75 c.
Intermediate " \$1.20. " " \$1.00
Common School Edition " 1.75. " " 1.50.
Or the four books will be sent together By Mail for \$6.50 By Express \$5.75. We prepay the Postage but not the Express charges.

ANSWERS TO CORRESPONDENTS.

The papers for subscribers at South Branch, N.B., were sent in good time, but were returned to us, having been forwarded to South Branch, Oronto. We however, remailed them immediately to South Branch, King's Co, and trust they have, ere this arrived at their proper destination.

P. S. Stenabaugh.—The statement was not that the name of the country was composed of &c., but that it contained &c. The author referred to this when he sent the copy and was quite correct.

We have received numerous complaints during the month, to the effect that parties who were entitled to several numbers of "The Educator," had received but one. We invariably sent the full number in a package but the direction was on but one, and we presume that the others were given to other parties through mistake. Subscribers will understand after this, that when but one in a package is marked that the whole package belongs to the same person.

Youth's Department.

THE LITTLE SAMARITAN.

VERSIFIED FROM A STORY.

I.

Daisies and buttercups, yellow and white,
Sprang up by the road-side cool,
Over which, her footsteps buoyant and light,
Passed Jennie along to her school.
And tripping along, she thought of the words
Her father that morning had read,
Of the poor man who "fell among thieves"
by the way,
Who wounded and left him half dead.

II.

She thought of the Priest and the Levite who
passed
So proudly and scornfully by;

Of the kindly Samaritan, coming at last,
Who heeded humanity's cry;
Who bound up his wounds and bore him away
To a place of safety and rest;
And the words of the Saviour, "do like unto
him,
If thou wouldst be happy and blest."

III.

Jennie, wishing to do as the Saviour had bid,
Looked round her, half hoping to find,
Somewhere in the bushes, a wounded man hid
That she might be loving and kind;
But nothing so sad met the little girl's gaze,
And with the least bit of a sigh,
Jennie said, in her heart, "It must be that
Christ

Didn't mean it for such ones as I."

IV.

Just then Jennie saw, coming down from the
street,

With a countenance smiling and bland,
A little girl, dressed very tidy and neat,
With a pitcher of milk in her hand;
But in looking at Jennie her footing she missed
And fell with a cry to the ground;
While Jennie ran quickly, with sweet, loving
words,
Of pity sincere and profound.

V.

"Are you hurt?" she inquired; "but your
pitcher is whole,
How could you so careful be?"
The little girl answered, "I am not hurt at all,
But I've spoiled my new dress, only see;"
And tears started out from her beautiful eyes
Like drops in an April rain;
"Never mind it," said Jennie, "I'll make it
all right.
This sand, I am sure, will not stain."

VI.

Then she drew from her pocket her hand-
kerchief clean,
Made wet in the stream by the way,
And rubbed it 'till not a dark spot could be
seen,
And smoothed all the wrinkles away.
"It will dry in the sun as you go," added she,
"And perhaps you had best hurry home,
For some one, it may be, is waiting for you,
And wondering why you don't come."

VII.

"Oh, yes! 'tis my grandma, and what will
she say,
(And tears came starting anew.)
When she finds I've wasted the milk by the
way,
I am sure I don't know what to do?"
Jennie pondered a moment—the school bell
would ring
In a very short time, she was sure,
She would not have time to go back to her
home
To be tardy she could not endure.

VIII.

"I'll tell you," she said, "little girl, what to do;
You see that white cottage so fair,

By roses and lilacs half hidden from view?
Well, my own darling mother lives there,
And do you go to her and tell of the loss
With which you have happened to meet;
And tell her that Jennie was sure she would
fill
Your pitcher with milk new and sweet."

IX.

When Jennie went home to her dinner that
day,
She met her mamma at the door,
Who said, "You've relieved one in want by
the way.
Quite a little Samaritan, sure."
"Oh, am I, dear mother!" cried Jennie, with
joy,
"Is that what it means? Is it true?
Oh! I am so glad, for almost every day,
For some one, I something can do."

X.

"Yes, Jennie, my darling," her mother replied
"This is all that the Saviour demands,
To keep perfect love in our hearts for a guide,
And have willing, obedient hands;
And daily and hourly, if we will but watch,
We may do something loving and kind,
For parents or playmates, for neighbors or
friends,
And the promised reward we shall find."

KATE WOODLAND.

FAIRY JUSTICE.

CHAPTER I.

MIDGE AND TRICKSY.

Tricksy and Midge wore two little fairies,
brother and sister, and lived on the borders
of Lake Lilypond, at the mouth of Stony
Run, in a palace built by the fire gnomes a
million years ago. You have heard of a
geode, I dare say, a great rough pebble, hol-
low and lined with crystals, sometimes of pure
quartz, clear as diamond, sometimes with red
garnates, like frozen fire, with every spike of
flame fixed forever in unmoving splendor.
Such was the palace-home of Midge and her
brother—a gigantic garnate geode, wedged
in a fissure of the rocks, and open on one side
in a door about as large as the entrance to a
cliff-swallow's nest.

2. Their house was very plain on the out-
side, but, for compensation, it was peculiarly
splendid within, especially when lighted up
for an evening party by seven or eight fire-
flies set around among the pedant crystals of
the roof, with their wings slowly waving, and
shedding a splendor of greenish gold light
over the blood-red garnates, while the fays
and sylphs danced and leaped from peak to
peak of the burning crystals that formed the
floor, or played forfeits behind their shining
bases.

3. Midge was beautiful as ever sylph was
made, and, upon state occasions, she carried
in her hand a slender wand of purple and
gold, a fragment of a sunbeam that she

caught in the east, one June morning, when the day broke. If she wished to change a May-bug to a golden-winged chariot, she had only to touch him with this wand, and say—

"Monster of darkness! slave of day!
Be thou a car for my journey on high.
Take me up softly, and hurry away,
Whithersoever I will—obey!
Queen of the Lilies am I, am I—"

and the great droning beetle would become a beautiful air-chariot, with golden wings, and his clumsy motions would be changed to the perfection of undulant grace, so completely in harmony with her singing, that a good musician who should but see him, could tell what note the fairy sounded at every movement of the golden van.

4. Tricky was fond of a frolic that had a smack of mischief in it, and you would sooner find him throwing sand in an owl's eyes, or stirring up a great lazy toad with a straw, just to see him kick and scratch his ears, than pumping honey into the nectaries of a flower, or putting the tendrils of a morning glory in curl papers over night, as his sister might do. The little wag was armed with a lance proportionately as long as a Tartar's, and a thousand times sharper. It was made from one of the eye-lashes of Venus, one of those long, slender lines of light which give her such a radiance when she peeps in at your windows just before day, to tell you that Miss Aurora is coming to give you an early call.

5. Tricky could leap a brook, the breadth of which was ten times the length of his little person, by setting the diamond point of his lance on a firm pebble in the midst of the stream, and grasping the upper end with one hand over, and the other under his head, and then giving a vigorous spring. This usually landed him safely on the other side; but sometimes he would find his trigonometry at fault about the distance, or the pebble would roll under his weight, and the lance slip off and plump him into the brook, to the great astonishment of Sir Trout and Madame Shiney, who would dart away far under the jutting banks, to escape what they innocently supposed to be some terrible new-fangled fish-hawk, with all the modern improvements.

6. But Tricky would only laugh as he blew the water from his mouth, and swam ashore, where he would stop a moment to shake off the wet from his water-proof blouse and spatter dashes—beautiful sea-green garments in which he took great pride—and then speed away to some good-natured mischief, or perhaps to punish some over-greedy squirrel, or too thievish wood-chuck, or even some big boy who did not yet know that sin goes bare-backed with a whip at its heels. What Tricky did in this behalf I will tell you by and-by.

7. If you had but the eyes for it, you might sometimes have seen Tricky and Midge out

on the lake before their house, in the Indian summer days, each one upon a great tawny oak leaf rolled up at the sides and ends by the cunning fingers of that fairy boat builder the Frost, and each grasping the long thin wing of a dragon-fly for an oar, sculling their pretty shallops among the lily pads, or scudding away before the wind in a merry boat race.

8. I have myself seen their boats driving across the little lake, but I will not say positively that, with my unassisted eye, I could make out the figures of the frolic boatmen, though at times I am certain that I have seen something green in one of the boats, and that might have been Tricky's jacket, which was woven of the long downy lateral of a humming-bird's feather.

TO BE CONTINUED.

ROYAL RHYMES.

The following little aid to the pupil in History has been used with profit in one of the first colleges. Generally we shun the brood of these mnemonic tricks, and would force the pupil to associate objects and events by their real connections; but in this instance and especially for younger learners who must think with their eyes and ears rather than their understandings, we commend the trifle.

Each pupil should commit to memory the whole piece, so as to be able to give the line opposite the number of any given century. Then any sovereign being mentioned, the number of his century and the particular part of it in which he lived should be required; also the entire couplet in which his name belongs.

A pleasant little problem for the class would be to find the great names in English science, literature, art, statesmanship, industries, contemporary with the Eighth Henry; also the great contemporary names in those departments, and upon the thrones throughout the world. So of Queen Elizabeth, of Cromwell (including here our own colonial history,) of William and Mary, and so on.

- 11th.—First, | William the Norman, then William his son,
- 12th.—Henry, Stephen, and | Henry, with Richard, come on :
- 13th.—John and Hen | ry the 3d and 1st Edward then reign.
- 14th.—Second Edward, 3d Ed | ward and Richard again ;
- 15th.—Then three Hen | ry's, two Edwards Dick, Henry (I guess),
- 16th.—Eighth Henry, | 6th Edward, Queen Mary, Queen Bess :
- 17th.—Next, do Jamie, Charles, | Cromwell, Charles 2d come on; James the 2d; good William and Mary as one :
- 18th.—Then An | no and three Georg | es, pass off from the scene,
- 19th.—With 4th George and 4th William, and Victo | ria's Queen.

With the exception of the 17th, which oc-

cupies a couplet, the record of each century is given in the line preceded by the number of the century. The upright dash in the line marks the middle of the century. When it divides a name, the king or kings of that name reigned in both halves of the century. In the 15th, Richard III., the usurper and murderer, is nicknamed "Dick," not more for rhythm than reason. James I. is called "Jamie," to indicate his Scotch descent. William and Mary are mentioned as one because they were called to reign jointly.

The Queen.

ARITHMETICAL PROBLEM.

A pole standing on a plain, was broken off 6 feet below half its height, and the top struck the ground 20 ft. from the foot, the parts remaining connected at the break. What must have been the height of the pole and the length of each part.

P. C. SHAFER.
North Glanford, July 4th, 1868

MATHEMATICAL PROBLEM.

A staff 4 ft. 8 in. long stands at the top of a wall 6 ft. high. Find the distance from the base of the wall, at which the staff subtends the greatest angle.

H. McKAY.

TRIGONOMETRICAL PROBLEM.

A person in a ship at anchor at a point C in the Bay of Bengal, can just see the summit of a Peak of Himalayah Mountains, which is 5 miles high. Another person standing on the shore, in a straight line between the ship and the Peak, wishing to know the distance of the base of the Peak (which is perpendicular to the surface) from the point where he is standing, measures a straight line A B of one mile along the shore, and observes the angles C A B = 64° 40 min. and C B A = 83° 10 min. (C being the point where the ship is at anchor); No allowance is made for the dip of the horizon, or the height of the observer's eye, and the diameter of the earth being 8000 miles, find the distance of the Peak from the person who is standing on the shore at the point A.

SAM'L. R. BROWN.
London Township, June 23d, 1868.

ANSWERS, SOLUTIONS, &c., FOR JULY NO.

MISCELLANEOUS ENIGMA.

ANSWER REVISITORS.

Correct answers from Jane Hay, Rob't. Hamilton, C. N. Vroom, Jas. Edmond, G. M. Smith. — North Glanford, R. G. D., Jno. Cameron, P. C. Shafer, S. B. Ganton, S. R. Brown, S. S. White and M. Simpson.

GEOGRAPHICAL ENIGMA.

ANSWER RECAPITULATIONS.

Correct answers from Jane Hay, — North Glanford, R. G. D., John Cameron, P. C. Shafer, S. B. Ganton, S. R. Brown, P. S. Stenataugh, S. S. White and M. Simpson.

Problem in Mental Arithmetic.

ANSWER, CHAS. \$300, SAM, \$450, PETER, \$1750.
The solutions to this question are too lengthy for our space. We may give one at some future time if thought desirable.
Correct answers from S. B. Ganton and P. C. Shafer.

ARITHMETICAL PROBLEM.

At the end of the 5th year there would be \$212 due, and if the rate is 10 per cent. $\frac{1}{10}$ of the \$212 or \$19 $\frac{1}{5}$ is interest, and \$212 - 19 $\frac{1}{5}$ = \$192 $\frac{4}{5}$ the last instalment of principal. The 4th instalment is \$224, from which we subtract \$19 $\frac{1}{5}$ the interest on the last payment for 1 year, then $\frac{1}{10}$ of the remainder is the interest on 4th payment, = \$18 $\frac{4}{5}$, and the 4th payment of principal is \$186 $\frac{4}{5}$ —and proceeding thus—subtracting from each payment the interest on all the instalments we have already found, and taking $\frac{1}{10}$ of the remainder in each case as the interest on that instalment, and counting the difference between that interest and the sum of which it is the $\frac{1}{10}$ part,—the principal for that payment,—we find that the person may give \$903 $\frac{4}{5}$

P. C. SHAFER,

North Glanford, July 4th, 1868.

We give the above solution, though we do not exactly like its form, it being the only one sent us, showing the correct answer by Compound Interest, which we deem the conditions of the question require. We also give below, another solution which shows the correct result if we work by simple Interest.

Each instalment = \$1000 ÷ 5 = \$200. Then 1st. payment, Interest included is \$260.
2nd. " " " \$248.
3rd. " " " \$236.
4th. " " " \$224.
5th. " " " \$212.

The amounts of \$1 for 1, 2, 3, 4, and 5 yrs. at 10 per cent. are respectively \$1.10, \$1.20, \$1.30, \$1.40 and \$1.50, and the present values of the several payments are \$260 ÷ 1.10, \$248 ÷ 1.20, \$236 ÷ 1.30, \$224 ÷ 1.40 and \$212 ÷ 1.50. The sum of these results \$925.90 $\frac{2}{3}$ is the amount required.

S. B. GANTON,

Wellington Square, June, 8 '68.

ALGEBRAIC PROBLEM.

$$\frac{1}{x} + \frac{8}{x} = \frac{7}{x^2 + 2}$$

hence $7x = x^2 + 10x^{\frac{1}{2}} + 16$

or $x + \frac{1}{4}x^{\frac{1}{2}} = \frac{1}{4}$

Ac. $x + \frac{1}{4}x^{\frac{1}{2}} = \frac{1}{4}$

wherefore $x = \frac{1}{4} + \frac{1}{4} = 1$ or $\frac{1}{4}$

ergo $x = 1$ or $\frac{1}{4}$ Ans.

H. McKAY, Jerseyville

We have also received a correct answer from J. Cameron. The statement of this problem was misunderstood by S. R. Brown and S. B. Ganton, both of whom sent correct

solutions according to their understanding of it.

MATHEMATICAL PROBLEM.

The ship sailing north will have made 35 miles, and the one east 50 in five hours.

Let x = the distance sailed by the latter on "tack;" then, $\frac{7}{10}x$ = distance sailed by former in the same time.

and $\frac{7}{10}x + 35$ = her total distance.

Hence $x^2 = (\frac{7}{10}x + 35)^2 + (50)^2$ (Euc. I. 47.)

or $\frac{61}{100}x^2 - 49x - 3725$

whence $x = 146 \frac{4}{5}$ or = 50.

THEN BY TRIGONOMETRY.

147.08 arith. com. 7.835414.

50 1.698970.

Sin. 90 = 10.000000.

Sin. 20° 1 min. nearly 9.534384.

Hence, the distance is 146 $\frac{4}{5}$ miles, and the course about N. 20° W. PLANE SAILING.

It will, of course, be noticed that the negative values satisfy in case of returning.

H. McKAY,

Jerseyville, Ont.

We have also received correct answers from S. R. Brown, and S. B. Ganton. Another party sent us a solution in which he obtained the right distance, but not the right angle.

Solutions for this department should be sent in early as we frequently receive the same too late for insertion.

Educational Intelligence.

LOWER CANADA.—The report of the Superintendent of Public Instruction for 1866, just published, gives the number of primary schools as 3,586, with an equal number of teachers, and an attendance of 173,961; second class schools 220, with 1,114 teachers, and 20,468 pupils; and 17 superior, normal and special schools, with 126 teachers and 1,451 pupils: in all 3,826 schools, 4,829 teachers and 206,820 pupils. The increase of schools of all kinds during the year was 120; increase of pupils, 4,172; in amount of school contributions of all kinds, \$49,618—more than ten times the increase for 1865. Since 1853 the increase has been, in schools, 1,474; in pupils, 98,526. There were 138 Protestant Dissident schools with 4,467 pupils; and 59 Catholic schools with 1,433 pupils.

UNITED STATES.—The National Teachers' Association will hold its next meeting in Nashville, Tennessee, August 19th, 20th and 21st. The senate chamber and the hall of the representatives have been tendered to the Association, and preparations are being made to give the members a hearty reception. The railroads entering Nashville will carry delegates and members to and from the meeting at half fare. Probably the same favor will be extended by the railroads throughout the country. It is hoped that a full representation will be present. The National Normal School Association and National Association of School Superintendents, will meet at the same time.

GREECE.—In 1835, there were in all Greece only 17 primary schools, with 721 pupils; 21 secondary schools, with 2,528 pupils; and 3 incomplete gymnasiums. In 1866 these had increased to 942 public schools for boys, with 44,000 pupils, and 89 private schools, with over 5,000 pupils; 125 public schools for girls, with 8,481 pupils, and 41 private schools, with 2,000 pupils; and other schools with an attendance of 8,600. There were, besides, 123 public secondary schools, with nearly 7,000 scholars and 294 teachers; 6 private schools of the same class for boys, with 250 scholars, and 6 for young ladies, with an attendance of 680; and 16 gymnasiums, with 1,900 students and 100 professors. The total number receiving instruction in the schools was 70,000. The University of Athens has 1,200 students and 62 professors.

SYRIA.—The desire for the education of the native Syrian women has now spread to Damascus, and many influential Greeks, Roman Catholics, and Jews have united in a petition to the Ladies' Syrian Education Society, entreating them to extend their operations to this, the most ancient city in the world. At Mrs. Bowen Thompson's recent visit to Damascus she was waited on by a deputation of upwards of fifty Greeks, several priests, many Jews and even Moslems, entreating her to open an English Girls' School for the Damascenes similar to that at Beirut. As a proof of their earnestness, many put down their names as subscribers for the free admission of the poorer girls. They are convinced that the foundation of the moral and social improvement of the community must be laid in the education of the women; and they have seen the good effects of the training in the English schools established at Beirut and Lebanon.

STANDARD TEXT BOOKS.

E. C. & J. BIDDIE,

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