

Farms for Sale.

FOR SALE—LOT 6 AND 7, CON 2, N.D.R. containing 100 acres. Four and one half miles from Durham. Well supplied with running water. For further particulars apply to Mrs. Charles Arnett Durham P.O. Oct. 16th-tf.

A NUMBER OF IMPROVED VALUABLE farms in New Ontario, near New Liskeard for sale—large discount for cash. Map of the locality and terms given on application to J. P. Telford, Solicitor for Vendor. 7-18-06—tf

THE 2ND AND 3RD DIVISION OF Lot No. 1, E.G.R., in the Township of Glenelg, 100 acres known as the "McKinnoa Farm" at the Rocky Saugeen. Immediate possession given. For particulars apply to J. P. Telford. 3-11-07—tf

LOT 21—IN THE SECOND CON-Cession West of the Garafraxa Road, in the Township of Normanby, in the County of Grey. For particulars apply to J. P. Telford, Barrister, Durham. Jan. 3, 1906.—tf

ON THE GARAFRAXA ROAD—about six miles from Durham. Good title. Possession at once. Good land. Must be sold. For particulars apply to J. P. Telford, Durham. Feb 22nd 1905.—tf

ONE OF THE BEST FARMS IN the Township of Bentinck 208 acres, new brick house, two large barns, land first class, all cleared except 20 acres. Snap to quick purchaser. \$1500 down, balance at 4% per cent. Apply to MacKay & Dunn, Vendor's Solicitors. 2-6-07—tf

ONE HUNDRED ACRES BEING Lot 27, concession 13, Township of Normanby. This is a highly improved farm in good locality. Anyone wishing to buy a first-class farm on easy terms of payment should communicate at once with MacKay & Dunn, Vendor's Solicitors June 25, 1907.—tf

Property for Sale.

A DWELLING AND SHOP. ON Mill Street, Durham, 110ft frontage. Apply to William Laidlaw Aug 29-tf

A NUMBER OF TOWN LOTS ON Queen and Countess Streets—good location, prices reasonable. Apply to Thos. Smith or at the Post Office. May 20—tf.

PARK LOT NUMBER 13 NORTH of Sandler street in the Town of Durham, in the county of Grey, containing 4 acres more or less. For terms and particulars apply to J. P. Telford, Vendor's Solicitor, Durham. Dec. 2.—tf.

ON PART LOT 9 WEST GAR-fraxa St., a fine two-storey solid brick dwelling with bathroom, furnace, electric lights, hard and soft water in house. Also solid brick barn and stable. This is one of the best sites in the town of Durham. For terms, apply to Andrew Macwood, Hanover, or Mrs. Campbell, Durham.

A GOOD SOLID BRICK TWO storey dwelling, alongside Presbyterian Manse property in Upper Town, Durham, Corner of Durham and Elgin streets. Seven rooms, pantry, closets, cement floored cellar, etc. Good airy location in good locality. Good frame stable, hard and soft water, one acre of land. Snap for quick purchaser. For further particulars apply to John W. McKechnie, Owner, Rocky Saugeen P. O. Aug. 1st. 1906—tf.

THE UNDERSIGNED OFFERS for sale a number of houses and out-buildings along the line of right of way of the Walkerton and Lucknow Railway, in the town of Durham.

These buildings must be removed at an early date, in order to clear the line of right of way. All material such as timber, brick, stone, etc., in cases where the buildings cannot be moved, are also offered for sale. Dated June 4th 1907.

Apply to J. P. TELFORD, Durham.

For Sale.

A SECOND-HAND COAL HEATER Cheap—Apply to Mrs. A. E. Hind. Oct. 11-4pd.

OXFORD DOWN RAM LAMBS, a few choice animals. Apply W. G. Fifth. Oct. 21-3pd

A GOOD DRIVING PONY, BUGGY Cutter, Harness etc., either separately or all together. Apply to Mrs. J. McCracken, Bruce St., Durham July 23—tf

LIGHT WAGONS, LIGHT BOB-sleighs, heavy Truck Wagon, Plows, Harrows, Pulpers, Wind Mills and Towers, Wire, Wire Fencing, Stoves, Iron Pig Troughs, &c., must be sold at once.

A. H. JACKSON, Assignee, Farmers' Mfg. & Supply Co. Sept. 17—tf.

Teachers Wanted.

FOR S.S. NO. 4, GLENELG. Duties to commence Jan. 3rd, 1908. Apply on or before Nov. 10th, stating salary, experience, and qualifications. COLIN MCARTHUR, Sec. and Treas. Oct. 9 9pd Waudby P.O.

Help Wanted.

GIRL TO LEARN THE TELE-Phone business, Apply at the Central Telephone Office. Sept. 17—tf

CARETAKER WANTED FOR Durham Public School Outline of duties may be seen at J. P. Telford's office. Apply in sealed envelope, marked "tenders" before October 31st to C. RAMAGE, Secretary.

A certain minister was giving a magic lantern lecture, the subject of which was "Scenes from the Bible." He arranged with a sailor who possessed a gramophone to discourse appropriate music between the slides. The first picture shown was Adam and Eve in the Garden of Eden. The sailor nudged his brain but could think of nothing suitable. "Play up," whispered the chaplain. Suddenly a large idea struck the jolly tar, and, to the great consternation of the chaplain and the delight of the audience, the gramophone burst forth with the strains of "There's Only One Girl in the World for Me."

EDUCATIONAL ESSAYS

Read by Teachers at South Grey Convention.

NATURE STUDY AS A MEANS OF SELF-EXPRESSION.

(By Miss Annie MacKenzie.)

Words are too often regarded as the only means of self-expression. The teacher very often forgets that the other means of self-expression are important. They often give vent to the natural bent of the child and point him at an early age to the path on which lies his life work. In Nature it is not what we study, but how we study, that is important.

Pictures, diagrams, illustrative blackboard sketches, models, paintings, have their own particular place. Expression by means of the spoken or written word, important as it is, is often unduly emphasized and Nature lessons have been given, at times, for the sole purpose of furnishing subjects for word expression. Truly the field of Nature as no other field gives scope for this kind of expression but ideas here should not be forced upon the child in order to teach him to speak or to write. The child should speak or write because he has ideas to express. Expression, let it take what form it may, should not be the result of the stimulus supplied by the teacher alone, but should follow as the natural consequence of the work being done, and should go hand in hand with the subject of study itself.

Some view Nature Study from a purely intellectual standpoint. Nature study has its emotional side, and any view point which disregards this is too low from which to see, much less realize the possibilities inherent in this department of work. At first the Nature Study is an affair of the heart, and this attitude should always be fostered. The happiest lives are those which have the greatest number of points of contact with the external world and which has the deepest feeling and sympathy for everything that is in it.

The purpose of Nature Study is to widen the horizon of the child and to multiply his points of conscious sympathetic contact with his environments. The tendency has been to emphasize unduly the spoken and written word and neglect the other means of expression to such an extent that in some schools their place in the training of a child has scarcely been recognized at all. Few teachers even to-day are fully alive to the fact that their skill in teaching Nature and the subjects related to it depends to a great extent on their knowledge of how to use different kinds of expressions to illustrate the different phases of truth being taught.

The ideas gathered from each Nature Lesson should be expressed in as many different ways as possible. Expression is the real test of knowledge. Supposing the Nature lesson to be on the different kinds of roots, which are very suitable for first lessons as they show variations of form; these are examined and talked about. They should be modelled. Sketches should be made of them on the blackboard and on paper and they should be painted.

By examining a thing with a view to modelling it, the senses of touch and sight are called into play. By way of judging the child's percept of the form of an object ask him to model it without looking at it. Much discovered by the child in his Nature lessons on fruits, roots, leaves, buds, flowers, fish and birds can well be expressed by modelling.

In many schools the subject of Composition is a difficult one. The proper teaching of Nature lessons will open up many avenues through which the child can be led in a gradual and natural way to thoughtful expression.

Nature Study and Drawing are so closely related that it is impossible to teach the one without the other. Through Nature Study the child gets ideas of the things about him; through drawing he expresses these ideas; thus thought and expression are united, and he gains therefrom accuracy of perception. But this is not the only gain, for the more accurate the perception the more power the pupil will have to express himself in both spoken and written language. From the first drawing as a means of thought expression should be emphasized. If the child knows that it is possible for him to express in drawing certain facts about the object being studied, his interest in it will be

much greater than otherwise. By trying to express his thoughts pictorially his eyes will be opened as they could not otherwise have been to the perfectness and variations of form, to the beauty, symmetry and proportion everywhere in Nature. Nature has always been the true artist's guide. The first natural objects selected for drawing should be as simple as possible. The following should be mentioned as good examples—beaks of birds, butterflies, fish, leaves and simple flowers. The objects should be drawn in as many different positions as possible. In connection with outline use colour and show how form can be developed by means of colour. The different forms of roots may be brought out by means of shading. A little simple picture in outline can be brought out in striking relief by colour. Flowers, leaves and fruit have a new attraction to the child when he has attempted to give expression to his thoughts about them through painting. Children in the Primary grades can sometimes express more with their brush or with a very soft, large crayon than they can in words.

Making different things is one of the simplest forms of expression, one, too, which receives the least attention. Possibly the reason for this is the fact that there is so much inconvenience in obtaining the material. This mode of expression should be encouraged at every possible opportunity, as making furnishes a standard to the teacher of the nature of the concept of the child. Making flowers in tissue paper, using firm pasteboard for models of the different parts of the flower, is a good exercise always; copying from the real flower. Cut birds, flowers and animals from magazines and papers; paste each picture on cardboard and cut out the form. Place these patterns on coarse white paper; outline, cut out, then color as true to Nature as possible, with oiled crayons.

Nature Study, touching as it does, the soul of the child, affords opportunities unknown in any other field for the training of facial expression and tone of voice. To cultivate the tone of voice encourage the child to imitate sounds made by animals or birds under different conditions. Ask the child to imitate the actions and facial expressions of people as he imagines them to be under the circumstances as stated by the teacher. I think this quotation shows the truth of the above.

The great Creator condescends to write in names of inextinguishable light. His beams of wisdom, goodness, power and love. On all that blooms below or shines above. To catch the wandering notice of mankind. And teach the world, if not perversely blind, His gracious attributes, and prove the share His offspring hold in His paternal care.

SELF EDUCATION OF THE TEACHER.

(By C. W. Bolton, Newstadt.)

Education being looked upon as training or development of power, includes work of any kind which gives increased power. A teacher may pursue and be much benefited by any line of training such as a course in art, science, photography, physical culture, gardening, games, a study of music in all its branches, a higher certificate, University work, teachers' reading courses, and indeed anything which develops increased power. Not only is a teacher benefited by such but a certain amount of it is necessary to prevent mental loss.

Arnold said that he did not want his pupils to drink from a stagnant pool but from a running stream, hence the great mental activities in which he engaged to prevent such stagnation. Some years ago a man who had been teaching about ten years said to me that if a man were to settle down and become a teacher for life, stay in one school, and go on in the same old way, he would become a fossil. A short time ago a gentleman said to me that a man who had taught school for fifteen or twenty years was no use for anything but teaching and you all know that this opinion largely prevails. So far as my judgment is of value, a man having had such an experience, and probably then in his prime, who is no use for anything else, is not fit to be a teacher. How can a person, who has not attained an all-round development, give to his pupils an education, in Spencer's words: "A preparation for complete living"? A teacher must carefully guard against getting into such a rut. Teachers' conventions and inspectors' visits have an influence, but the former is only once a year and the latter twice. What then are we to do? May we not by constant all-round work, training, development of power, by keeping all our faculties

of mind active, instead of being good for nothing, be good for anything? All lines of mental work are open to the teacher. In business he can make many times as much money as he will get in teaching, if he finds that he cares to engage in business. Think of Principal Grant in his declining years, a man who had been a preacher, a divinity professor for years being offered \$25000 a year to finance the C. P. J. Lesser examples are numerous. But on the other hand one who has taught faithfully for years cares more for advancement in his own profession and here is the advancement nearest to his hand, especially now when the opportunities for teachers have just been many times increased. Many persons prefer a smaller sphere of influence, are not ambitious for the great things of life and are well content with a quiet life of progress. To such are open such training as teachers' reading courses, specializing in some department of school work such as study, drawing, household science, manual training, etc., or possibly a study of some of the fine arts—music, painting, needlework, etc. and they obtain much pleasure from it and are able to add to the enjoyment of others. Any of these will accomplish this aim, to stir up mental activity and keep the stream running, so that the pupils do not drink from stagnant water and are given bread, not a stone. But it is particularly to self-development along professional lines that I wish to call your attention.

As you know, the regulations of the Education Dept. allow teachers to take the Sr. Teachers' examination in easy stages and to substitute English for Latin under certain circumstances. In this way every ambitious teacher can get a First Class certificate. The work is very difficult and I have known a number who have attempted it and dropped it. But assistance can be had from many sources.—High School teachers, clergymen, and correspondence schools—but the teacher must beware of cramming as it may provide a fairly easy way of passing the examination but will not give that mental activity or mental power which is the thing to be sought for, nor will it give the pleasure arising from good work well done.

Then there is the University work which trains for the highest in our profession. A number of Universities provide methods of work by correspondence and make the work fairly easy, quite effective, and give the same standing as to those who have actually attended. The University of Chicago has made a striking departure in this line. In Canada, Queen's is affording a great opportunity. A teacher with a good grounding in school work can readily follow up a pass course and then by attending a short time if desired, can finish an honor course. But attendance for some time is extremely desirable for the culture and social development as well as for the best results in specializing work. A degree having been secured, especially an honor degree, the top of the ladder is within reach. The student is now an educated man, self-educated and therefore he has developed a power not possessed by the student by some professor. He has drawn to himself and assimilated most thoroughly his knowledge, and developed a two-fold power, a power to think and to express his thoughts. He has searched for knowledge in books, not had it laid down before him by the lecturer and taken down in notes. He has had to arrange and classify his knowledge for essays and exercises and put it down in writing. His mind is strengthened and his power of self-expression increased. The self-educated man, like the self-made man of any kind, is a strong rather than a cultured man, and by some is regarded as not a truly educated man. But strength and beauty or grace go together to a certain extent and each has its place.

One can distinguish an educated man by his language. There are those of us who use vulgar, profane, ungrammatical and yet so simple, strong precise, unaffected language and these persons are easily classed accordingly. A beautiful mind is shown by its expression in language and action, a strong mind by the stand taken on all subjects. Education shows itself in these most readily. A fossil mind is revealed by its thought and language. It looks at everything from one standpoint, is argumentative, one sided, slow to move or to change, the language or speech, the expression of the thought, is always the same. A course of study such as I have suggested, a great amount and variety of reading,—close, deep and studious reading,—results in mental activity. This develops individuality, originality, power of criticism, variety, reserve force, depth and places good models before one. In reading there should be a study of the greatest essayists, the Bible, and all the great masters in prose and verse. The style, the language, the plan, arrangement, should be studied and criticized, abstracts should be written on a plan of your own, and then your own work compared to the original and criticized.

Practice is essential, regular practice daily, however long or short the time. Write letters, descriptions, diaries, essays, exercises, historical biographies, for your classes, having in view the persons for whom they are written. Lay out a plan, have a definite theme and ending for each piece of work, and work straight toward that end with no digressions, using simple words and good composition. Review thoroughly spelling and punctuation being absolutely sure it is correct. Re-write the clumsy sentences or leave them out and see how that will do, get a friend's criticism, not that of a learned person but any intelligent person who represents the prospective reader. Read it aloud to this person and to yourself, and let this person read it aloud to you. In this way you will find numberless faults. Lay it away for a time and again revise it, exercise extreme care in copying. If it goes into print criticize it when printed as then you will see it from a new standpoint. Read something you have written months before as perfectly as you then could, and you will find weaknesses in it. This is a sign of progress. Constant care and practice in this way will enable you to write and speak with ease and fluency.

In such a course of study or reading care must be taken not to break down rather than build up strength. Physical strength must be cultivated, good plain food, plenty of exercise, sleep and recreation must be had at any cost. Hours of study must be regular and not too long, variety in study must be sought after, then hours of leisure and idleness are quite unnecessary. It is worry that kills, rather than work,

and nervousness and indecision rather than definite pursuit.

By pursuing in this way a definite course of study or reading, the student acquires a mental strength and power of expression which make him pre-eminent a good teacher. He knows and can't express his knowledge and is the teacher so is the pupil. Especially does this result when the teacher gives the pupils the benefit of his course. He can give them directly and indirectly the path of what he learns. He can study and read books with them, with them commit to memory poetry and gems. This brings into play sympathy between teacher and pupil. The teacher will learn much from the pupils and from trying to teach them power of self-expression, self control and good judgment. He has thus in many ways prepared himself for the highest in his profession and are not the heights of our profession worth attaining,—in some ways more so than of any other walk in life?

TO CATARRH SUFFERERS.

Good Advice and Liberal Offer From a Well Known Firm.

We advise all who suffer from any of the symptoms of catarrh, such as offensive breath, dryness of the nose, pain across the eyes, stoppage of the nose, discharges and droppings in the throat, coughing spasms and general weakness and debility, to use Hyomei. We go so far as to offer to refund the money to any user of Hyomei who is not perfectly satisfied with the results.

Quick relief follows the use of the Hyomei treatment; the stoppage of the nose is removed, the drooping ceases, the breath becomes pure and sweet and the catarrhal germs are destroyed and their growth prevented.

Hyomei is the surest, simplest, quickest, easiest and cheapest way to cure catarrh. It does not drug and derange the stomach; it goes right to the seat of the trouble, destroying the catarrhal germs and healing and vitalizing the tissues.

All you have to do is to inhale a little occasionally in the air you breathe, using the pocket inhaler that comes with every outfit, when the symptoms of catarrh will quickly disappear. Try it, you will be surprised and pleased at the results.

We positively guarantee Hyomei, for should you buy a complete outfit, price \$1.00, and be dissatisfied with results your money will be refunded. Hyomei is sold by druggists everywhere Write for literature, Booth's Hyomei Co., Buffalo, N. Y.

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From this time on, your nightly comfort will depend largely upon the quality of your blankets. Remember that mere weight is not necessarily warmth; a blanket full of "sweepings" will be heavy but will not keep you warm. In choosing our blankets we pay more attention to Quality than weight, with the result that all our blankets are WARRANTED PURE WOOL.

See our Stock of

Blankets—in Grey and White, double in 6 lbs to 8½ lbs weight.

Flannellette Blankets

Grey Twilled Sheetting—@ 75c per yard,

Our Yarn is the best obtainable—soured—free of "sweepings" in Grey, Mixed, Black, Red, Blue two and three ply, unexcelled anywhere.

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A prominent physician, famous for his success in the treatment of kidney and bladder diseases, attributes a great deal of his success to the following simple vegetable prescription:—

One ounce Fluid Extract Dandelion;

One ounce Compound Salatone;

Four ounces Compound Syrup Sarsaparilla;

Mix, shake well, and take in teaspoonful doses after each meal and again at bedtime.

Your druggist can supply the ingredients, and the mixture can be prepared at home at very little expense.

This, the doctor says, acts directly on the kidneys, assisting them to filter the poisons from the blood and expel same in the urine, at the same time restoring the kidneys to healthy, normal action.

We feel that a great many readers will be pleased to learn of this simple prescription, and knowing the ability of the physician whose formula it is, we do not hesitate to recommend it to any sufferer.

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Men's Derby Hats, up-to-date-shapes Special at.....\$2.00

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