

### The Boyless Town.

A cross old woman long ago  
Declared that no happy town  
The town would be so pleasant, you know,  
If there were no boys.

She scolded and fretted about it till  
Her eyes grew heavy as lead,  
And then of a sudden the town grew still,  
For all the boys had fled.

And all through the long and dusty street  
There wasn't a boy in view  
The lassell lot, where they used to meet  
Was a sight to make one blue.

The grass was growing on every base  
And the paths that the runners made,  
For there wasn't a soul in all the place  
Who knew how the game was played.

The dogs were sleeping the livelong day,  
Why should they bark or leap?  
There wasn't a whistle or call to play,  
And so they could only sleep.

The boys played from his lonely stall,  
And longed for saddle and rein,  
And even the birds on the garden wall  
Chirped only a dull refrain.

The cherries rotted and went to waste  
There was no one to climb the trees,  
And nobody had a single taste,  
Save only the birds and bees.

There wasn't a messenger boy - not one,  
To speed such messengers as  
If people wanted their errands done  
They sent for a messenger man.

There was little to see, of frolic and noise  
There was less of cheer and mirth,  
The sad old town, since it lacked its boys,  
Was the drearest place on earth.

The poor old woman began to weep,  
She awoke with a sudden scream  
"Dear me!" she cried, "I have been asleep;  
And oh! what a dreadful dream!"

-New Haven Register

### Curing a Bad Memory.

Our readers have doubtless heard of mnemonics, the name given to any system of rules intended to assist memory. The practical work of such a system is hindered by the fact that it requires a good memory to remember its precepts, when the occasion comes to use them. But a writer in *St. Nicholas* gives two simple rules for the improvement of the memory which can be easily recalled and readily put in practice:—

(1) Your memory is bad, perhaps, but I can tell you two secrets that will cure the worst memory. One, to read a subject when strongly interested. The other is not only to read but think. (2) When you have read a paragraph or a page, stop, and close the book, and try to remember the ideas on that page and not only recall them vaguely in your mind, but put them into words, and speak them out.

Faithfully follow these two rules and you have the golden keys of knowledge. Besides inattentive reading, there are things injurious to memory. One is the habit of skimming over newspapers, all in a confused jumble never to be thought of again, thus diligently cultivating a habit of careless reading, hard to break. Another is the reading of trashy novels. Nothing is so fatal to reading with profit as the habit of running through story after story, and forgetting them as soon as read. I know a gray-haired woman a lifelong lover of books, who sadly declares that her mind has been ruined by such reading.—*Teachers' Aid.*

### Concerning Sloyd.

We are daily asked what sloyd is. Our uniform reply has been, "It is simply baby carpentry"; but it is infinitely more than this, and to do full justice to it, we quote Miss Sparhawk, our director of it, who says:—"That part of education which leads by progressive steps from the simple to the complex, resulting in a finished article, is called sloyd. Wherever children spend long hours in schools without active employment, and wherever idle children fill the streets of cities and towns, there the necessity for Sloyd is most evident. The aim of sloyd is to make human lives more healthy, natural and happy, through active doing, and it employs only the means which seem best suited to its main purpose. The sloyd teacher should be a student of child life, should understand children and know how to appeal constantly to the best in them. Sloyd can be judged by seeing the pupils at work, by their physical attitude, by their interest and enthusiasm and by their ability in using tools and producing correct work. Sloyd stands for study, for growth and for progress. There is nothing fixed or final about it, and sloyd models are but the outward sign of a training implanted in the child and not merely a system employing a few small tools for a certain set of small things, adapted to small children."—*Mt. Airy World.*

### How Charley Saw Himself.

A look of pain overpread the face of the mother as cries of agony and distress reached us, and springing to her feet, she said in alarm:

"What can have happened now?"

But we were not long in ignorance as to the cause of the outcry, for just then two boys burst into the room, both crying lustily, the older of the two, regardless of the presence of the guest, continuing to strike his brother without mercy, until his mother forced him into an adjoining room and locked the door.

Then she drew the remaining child to her side and soothed and petted him until he had ceased crying sufficiently to explain the cause of the quarrel.

"I wasn't to blame the least bit," said the boy, in an injured tone.

"You see, mamma, it was like this. I made a hard snowball to throw at a target, and just as I threw it Charley ran out in front of me, and it hit him instead of the target. It hurt, I know, because it hit him in the face, but I was sorry, and I told him so. I didn't mean to do it, didn't truly, mamma, and I think he—was—mean to pay me off—so!" and the little fellow began to cry again from grief instead of pain.

But children's tears are like April showers, and soon the small boy went back to his interrupted sport, and then his mother unlocked the door and told the child who usually prides himself on being called "mamma's boy," to come to her; and in a piteous tone she said:

"Oh, Charley, how could you strike your little brother so?"

"Because he deserved it!" He hurt me just dreadful!" was the answer, in a defiant tone.

"Did he hurt you on purpose?"

"No—I—guess—not—but it hurt just the same—it hurts now!" Here the boy began to whimper to excite sympathy.

"I do not doubt it, my son, for I can see plainly where the snowball struck you. But did it make you pain any the less to give your brother pain?"

"There was no answer, but the boy still looked sullen, and the mother sighed as if at a loss what course to pursue; when into the room came the dimpled darling of the entire household, whose coming suggested a way to impress a lesson on her now unforgiving boy. Taking Mabel on her lap, the mother parted the golden curls, and bringing to view an ugly scar, she asked:

"Do you know how that came here, my son?"

"You know, mamma, I did not do it on purpose, I felt bad about it."

"Yes, but you know that you knocked her against the corner of the step, and as a result this poor little thing will carry this scar always."

"Yes, mamma," was the rueful answer, "but you know I didn't do it on purpose, I persisted the boy."

"I understand that you did not do it on purpose, dear, but that did not make sister's pain any the less. Let me see, did I punish you when you hurt her so?"

"Why, of course not, mamma, because you know I did not do it on purpose."

There was silence for a moment, and then the mother said:

"Yes, I thought it would not be fair to punish you when it was only an accident, but the next time you cause others to suffer accidentally, perhaps I will try your way."

"My way!" said the unthinking boy.

"What do you mean, mamma?"

"Why, you admit that Ralph did not hurt you on purpose, but you did not stop to reason that hurting him would not lessen your pain, as I did when you caused your sister ten times the suffering that the snowball did you. Oh, no, but in your anger you struck him with all your might, when your brother was just as innocent as you were in hurting your dear little sister."

The boy hung his head, but did not attempt to reply, and the mother continued:

"Yes, your only little sister will, because of you, carry a scar all her life, but after all a scar on the head is not so bad as one on the heart, and I know a boy who will, I think, carry a heart scar all his days if he does not ask for forgiveness for so ill treating his innocent brother."

She said no more, and very soon a diamond-shaped boy stole from the room. What followed we could conjecture, as a little later we saw "an innocent cause of the trouble being treated to a rule on 'big brother's' new sled. But we felt sure that all was forgiven, and that no heart scar would be the result of the quarrel this time.—*The Alliance.*

### Careless Speech.

In the bewildering multiplicity of societies for all sorts of purposes, good, bad and indifferent, we now have still another whose members pledge themselves as follows: "I pledge myself to refrain from participating in scandal, gossip or ought that may produce mischief, remembering that death and life are in the power of the tongue, and whose keepeth his tongue keepeth his soul. I further promise to speak the wise and helpful word whenever possible, nor by look, sound, sign or action help to convey the impression that I know all of another."

This certainly is a society with a laudable purpose. It is wise to throw our words on the side of kind words and deeds that never die, and then to trust God to save us fully from all evil words and deeds into all charitable conversation and conduct. The habit—for it is often nothing more—of deprecating speech is so common that it would be well for all of us to stop and think about it.

This sort of thing is so often heard: "I don't think she is so very pretty as people say," or, "I don't think he is so very clever"—or occasionally, or stylish, or bright, or cheerful, or a thousand other things. We do not stop to think that while perhaps we do not think her so very pretty as we have heard, that we do think her pretty; and again, if not very clever, surely interesting, and all the others in like measure. It is merely a habit with many people, not skin deep, but just the cruel and unfortunate habit of depreciating speech. A woman with a sharp tongue, but with the tenderest of hearts, the most generous of natures, but with a keenly critical mind and a rare intuition as to character, was brought up "all standing" as she expressed it, after she had been talking one day with a friend about several people, and before a young girl who was visiting the friend.

In a sudden lull in the talk the girl said, as if by uncontrollable impulse, "Don't you like anybody?" What do you mean?" said the startled woman.

She blushed and hesitated, and then said, "Please pardon me, but it seemed so." Little more was said; it was passed off and passed by, as in the polite world things that are unpleasant are passed over; but into the heart of that woman the criticism sank deeply, and from that hour she watched and guarded her tongue. Now she does not depreciate in speech, and, if she cannot appreciate, is silent. It is well to remember the wise words of Emerson: "Omit the negative propositions. Don't waste yourself in rejection nor bark against the bad, but chant the beauty of the good." What a changed and better world we should all live in if we only followed that advice!

### Grand Trunk Railway.

TRAINS LEAVE BELLEVILLE STATION:

West—11:45 a.m., 1:30 p.m., 4:00 p.m., 11:15 a.m., 1:45 p.m., 4:30 p.m.

East—1:30 a.m., 10:15 a.m., 12:10 p.m., 3:00 p.m., 12:00 a.m., 1:30 p.m., 4:00 p.m., 11:15 a.m., 1:45 p.m., 4:30 p.m.

### Uneducated Deaf Children.

I WOULD BE GLAD TO HAVE EVERY person who receives this paper send me the names and post-office addresses of the parents of deaf children not attending school, who are known to them, so that I may forward them particulars concerning this Institution, and inform them where and by what means their children can be instructed and furnished with an education.

R. MATHISON,  
Superintendent.

### TORONTO DEAF-MUTE ASSOCIATION.

RELIGIOUS SERVICES are held as follows:

every Sunday

West End Y. M. C. A., Corner Queen Street and Dovercourt Road, at 11 a.m.

And Y. M. C. A. Hall, cor. Yonge and Bechtel Streets, at 10 a.m.

General Central, at stairs at Broadway Hall, Spadina Ave. 10 or 15 doors north of College Street, at 11 a.m. Leaders Messrs. Nassimib, Brighton and others.

Home Class—Every Wednesday evening at 8 o'clock, corner Spadina Ave. and College Street, and for Queen Street and Dovercourt Road. Lectures, etc. may be arranged if desirable. Miss A. Fraser, Missionary to the deaf in Toronto, 1 Major Street.

### Institution for the Blind.

THE PROVINCIAL INSTITUTION FOR THE Education and Instruction of blind children is located at Brantford, Ontario. For particulars address

A. H. DYMOND, Principal.

## GENERAL INFORMATION.

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### Classes:

WINTER HOLIDAY FROM 9 a.m. to 12 noon, from 1:30 to 2:30 p.m. DRAWING from 10:30 a.m. on Tuesday and Thursday of each week.

WINTER PIANO WORK CLASS on the 2nd month of each week from 3:30 to 5:30 p.m. PUPILS FROM 7 to 8:30 p.m. for pupils and from 7 to 8 for junior pupils.

### Articulation Classes:—

FROM 9 a.m. to 12 noon, and from 1:30 to 4:30 p.m.

### Religious Exercises:—

EVERY SUNDAY—Primary pupils at 9 a.m., senior pupils at 11 a.m., General Lectures at 2:30 p.m., immediately after which the Jubilee Class will assemble.

Each School, but the pupils are to assemble in the Chapel at 8:45 a.m., and the Teachers in charge for the week, will open by prayer and afterwards discuss them so that they may reach their respective school rooms no later than 9 o'clock. In the afternoon at 7 o'clock the pupils will again assemble and after prayer will be dismissed in a quiet and orderly manner.

PROVINCIAL VISITING CLERGYMEN—Rev. Canon Hark, Rector of St. Michael's, St. Paul's, Rev. J. Thompson, M.A. (Presbyterian), Rev. Chas. E. McIntyre, (Methodist), Rev. H. Cowart, (Episcopal), Rev. M. W. Mackay, (Presbyterian), Rev. Father Connolly, S.J., C.W. Watch, Rev. J. J. Rice, Rev. N. Hill.

Winter Class, Sunday afternoon at 2:15. International Series of Sunday School Lessons. Miss ANNIE MATTHEWS, Teacher.

Clergymen of all Denominations are cordially invited to visit us at any time.

### Industrial Departments:

EXISTING OFFICE, SHOW AND CAPRATES Rooms from 7:30 to 8:30 a.m. and from 2:30 to 3:30 p.m. for pupils who attend school, for those who do not from 7:30 a.m. to 12 noon and from 1:30 to 3:30 p.m. each working day except Saturday, when the office and shop will be closed at noon.

THE NEW CLASS ROOMS are from 9 a.m. to 12 o'clock, noon, and from 1:30 to 5:30 p.m. for those who do not attend school, and from 3:30 to 5:30 p.m. for those who do. No sewing on Saturday afternoon.

The Printing Office, Show and Sewing Rooms to be left each day when work ceases in a clean and tidy condition.

Pupils are not to be excused from the various Classes or Industrial Departments except on account of sickness, without permission of the Superintendent.

Teachers, Officers and others are not to allow matters foreign to the work to interfere with the performance of their several duties.

### Visitors:

Persons who are interested, desirous of visiting the Institution, will be made welcome on any school day. No visitors are allowed on Saturdays, Sundays or holidays except to the regular chapel exercises at 2:30 on Sunday afternoons. The best time for visitors on ordinary school days is as soon after 1:30 in the afternoon as possible, as the classes are dismissed at 3:30 o'clock.

### Admission of Children:

When pupils are admitted and parents come with them to the Institution, they are kindly advised not to linger and prolong leave-taking with their children. It only makes discomfort for all concerned, particularly for the parent. The child will be tenderly cared for, and if left in our charge without delay will be quite happy with the others in a few days, in some cases in a few hours.

### Visitation:

It is not beneficial to the pupils for friends to visit them frequently. If parents must come, however, they will be made welcome to the classrooms and allowed every opportunity of seeing the general work of the school. We cannot furnish lodging or meals or entertain guests at the Institution. Good accommodation may be had in the city at the Quince Hotel, Hoffman House, Queen's, Anglo-American and Dominion Hotels at moderate rates.

### Clothing and Management:

Parents will be good enough to give all directions concerning clothing and management of their children to the Superintendent. No correspondence will be allowed between parents and employees under any circumstances without special permission upon each occasion.

### Sickness and Correspondence.

In case of the sickness of pupils, letters or telegrams will be sent daily to parents or guardians. IN THE ABSENCE OF LETTERS FRIENDS OF PUPILS MAY BE QUITE SURE THEY ARE WELL.

All pupils who are capable of doing so, will be required to write home every three weeks. Letters will be written by the teachers for the little ones who cannot write, stating, as early as possible, their wishes.

No medical preparations that have been used at home, or prescribed by family physicians will be allowed to be taken by pupils except with the consent and direction of the Physician of the Institution.

Parents and friends of Deaf children are warned against Quack Doctors who advertise small cures and appliances for the cure of deafness. In 99 cases out of 100 they are frauds and only want money for which they give no return. Consult well known medical practitioners in cases of adventurous deafness and be guided by their counsel and advice.

R. MATHISON,  
Superintendent.