

followed by a dozen or two boys, some of whom were in the same class as I was. Their conference was at an end for that night.

Supper was a quiet, insignificant affair for us juniors, and soon over.

After that we were sent upstairs for the night. I was not very sleepy, and determined to make a desperate effort to learn my lessons which were rather hard. I did not succeed very well because I was tired after the day's varied events.

CHAPTER III.

NEW ACQUAINTANCES.

I did not awake next morning till the first breakfast bell rang, and came near being late for that meal.

Our first lesson, that day, was arithmetic. I don't know what got into me; I blundered awfully, and, as a natural consequence, kept my place at the foot of the class, where I was put because I was a new pupil. I was more successful in the other lessons. In grammar I got at the head of the class.

Our master, Mr. Ray, was a nice, pleasant, gentleman, and very clever, especially in mathematics, but the Latin and French master was very cross, and seemed to delight in picking holes through our compositions and reading. Hardly any of the boys liked him.

By dinner-time I made the acquaintance of several of the boys who sat near me during school-hours or were near me going to dinner.

I liked the school very well, and the boys were very nice with the exception of one or two.

The rules were far stricter than I had been used to in the Grammar-school.

I had about the same success with the afternoon lessons as I had in the morning. The geography lesson was just splendid. We had England, and Mr. Ray told us of incidents connected with the history of nearly every place named, and said he would ask us to tell them to him the next time we had the lesson.

After school some of us went out to the playground for a game of baseball. We would have had a good time if one of the boys, Phill Turner, hadn't cheated, and then refused to give in that he did.

PLAIN AND REASONABLE KNOWLEDGE.—A sound and strong statement of what is right, and why it is right; of what is wrong, and why it is wrong, is

a most needful foundation for any other moral or religious training that may follow with the young. From the lack of this plain and reasonable knowledge comes much of the confusion of mind which fails to detect the sophistry with which self-interest will plead against the calls of honor and of duty. People drift into wrong-doing of every kind far oftener than they deliberately plunge into it, and the lack of a clear conception and a thorough comprehension of its nature from the beginning is frequently the first cause. How this want can be best supplied, as a fitting preparation for life's arduous and responsible duties, is a matter worthy of consideration of every well-wisher of the rising generation. Hitherto it has been strangely neglected; but, if the conviction of its great importance be once firmly implanted in our hearts, suitable methods to promote it will not be long in following. No one, whether in the home, the school, or elsewhere, who has the care of the young can avoid a share of obligation in this matter.



"Belubbed Breddern an' feller critters." "You has asked me to come up heah and 'dres this meeting and I means to do it. Since last time I met you in dis hall, I hab climbed to de top ob de ladder ob progress and financial developement. By dat I mean dat I hab been dooly installed as de advertisin, agint ob de TORONTO SCHOOL JOURNAL, and I hope by de help ob my journalistic accomplishments and untiring zeal, to make dis a paper ob de highest classical literatur and advertisin, qualities. In de face ob dis meetin I can honestly affirm dat had it not been for papers and politics to elevate de mind, de culled man would still be in de bonds ob slavery and still be conspiring against his neighbor's hen roost. The meetin will now percolate an' we will purceed homewards."