

The Better Land.

Dear friends of the outer land,
Those of us that live in a happy land,
Mother, where is the residence of see,
Shall we not seek it and weep no more,
Left where the flowers of the orange blossom
And the blossoms done in the mystic boughs,
Not there! not there! my child.

Is it where the feathers of trees rise,
And the date palms rustle in sunny skies?
Or midst the green islands of glittering seas
Where fragrant forests perfume the breeze,
And strange bright birds on their starry wings,
Wear the rich hues of all glorious things?
Not there! not there! my child.

Is it far away in some regal old
Where the rivers wonder over fields of gold
And the brilliant rays of the ruby sun,
And the diamond lights up the secret core
And the pearl glows forth from the coral strand,
Is it there, sweet mother, that better land?
Not there! not there! my child.

Eye hath not seen it, my gentle boy,
Ear hath not heard its sweet songs of joy
Dreams cannot picture world so fair,
Sorrow and death may not enter there,
Time may not breathe on its fableless blosso
For beyond the clouds and beyond the tomb
It is there! It is there! my child

A Friendlier Spirit.

It scarcely seems possible that, holidays over, we are again at the commencement of a new term. Yet here we are, once more ready for another year's work.

I have always an inclination to say a word or two at this time to those who are setting out with their first class. Yet I feel that it is of little use, as these are not usually the teachers who look for help from educational magazines or journals. In boy parlance, "they know it all." After teaching a term or two they begin to feel the need of such hints. There are exceptions to the rule, but they are not numerous. I have not forgotten my own experience, nor my change of views at the end of six months. I began with great confidence, but soon found how much there was that I had not learned. Since then I have been trying to gain, from every available source, more knowledge of teaching and of children. In order of importance I should have mentioned the children first, for although we have methods and principles without number at our fingers' ends, if we have not an understanding of child-nature in general, and of our own pupils in particular, we cannot expect to be successful in our teaching. We must know our pupils individually. We must make them our friends. It is difficult to describe just what I mean by friendliness with pupils. A teacher must preserve her dignity, and her pupils must respect her in the highest sense of the word, yet this need not interfere in the least with the existence of the most friendly feeling.

I once knew a young girl who had great difficulty in keeping order, and in consequence found the work of teaching very hard indeed. Her manner was cold, distant, almost repellent. There was always a kind of mimic warfare in the room. The teacher was master, but only by sheer strength of determination; the children obeyed because they were compelled to do so. Into the same school there came one who followed different methods. Bright, kindly, and sympathetic by nature, and at the same time possessed of a great deal of womanly dignity, she was not long in making fast friends of her pupils. She was not as good a teacher of reading, writing, and arithmetic as the one I have described, but her influence upon character was immeasurably superior, her order, as near perfection as it could well be. The spirit was infectious. The distant manner of Miss A— began to change more and more. She realized her mistake, and her good common-sense told her what to do. She began to take a kindlier interest in the children, to encourage any signs of friendliness in them, and gradually the frozen heart-chambers were thawed out, and a great change took place in both scholars and teacher. It was not easily done. It cost something, but it was worth it all and more. Some time after Miss A— gave me this chapter in her experience, and told me what she owed to Miss B—.

There is no one thing more necessary than this, that a true spirit of friendliness exist between teacher and pupils. For its establishment there must be respect, confidence, patience, sympathy, and a host of other virtues, too numerous to mention, that your own observation and experience will suggest.

It may seem to take a great deal of time and strength to come to know thirty or forty new pupils, but there are so many ways and opportunities of doing so that a determination to let no one of them pass unmet soon brings about the desired end; the play-hour,

the walk to and from school, moon-time, assistance in preparing material for work, etc., etc.

How easy teaching is when a right spirit prevails in the class, and how difficult it is when this is lacking, or yet one who has taught can possibly know. Kindness is the surest key to a child's heart. The word has a broad meaning, however:

Kindness is wisdom. There is no life that needs it and can learn.

It does not exclude firmness or justice, nor punishment for wrongdoing, for all the second must make up true kindness, the wisdom that must characterize one who has given to her the sacred trust of teaching and training little children. —Rosa Lee.

Convention Amusements.

At the Oral Convention held in Philadelphia last summer there were many merry jests and bon-mots passed around for general amusement. Here are a few:

Principal W. O. Conner is responsible for the following: Just before the war a Southerner was visiting Boston and a well educated lady in conversation remarked that she thought it an outrage that Southern planters should hitch six or seven negro slaves to a plow and make them do the work of mules. The Southerner was indignant; it was one of many calamities he had heard from time to time, but he calmly began asking questions as follows:

"Madam, do you know what a good nigger is worth?"

"Yes, sir, I suppose \$1,000 to \$1,500."

"That's right, say \$1,200. Now if six of them were hitched up to a plow their value would be, for the team \$7,200. Now, madam, do you know what a good team of mules costs?"

"I suppose \$100."

"Right again, my dear madam: now do you suppose we Southerners are blank fools enough to plow with a \$7,200 team of niggers when we can do the work with a team of mules worth \$100?"

Supt. Mathison, of Belleville, is responsible for the quaintest little "gag" that went the rounds. Two of his pupils, needless to say, boy and girl, were reported to be too much interested in each other. That is that they had fallen in love and that their respective advancement was materially retarded on account of their affinity. The "cub-pets" were called before the superintendent to give them a little fatherly advice. The following is the substance of the conversation that took place:

The supt.—"Well, young man, what's all this I hear about your courting. What have you been doing?"

The boy.—(terrified) "I put my arm around her."

The supt.—(terrified) "You did? What else?"

The boy.—(more terrified) "I kissed her!"

The supt.—(terrified) "You did!!! To girl?" "Well Miss and what about you?"

The girl.—(unruffled) "I patient to bear it!"

Tableau.—Slow curtain.

Supt. Mathison got off another one on one of a species of oral teachers that the speech association is rapidly driving out. It was one of these teachers, who had certain set questions for his pupils when he showed them off to visitors. On one of these occasions he had asked the usual questions, and reached a boy in the middle of the class of whom he asked:

"Who made you?"

In reply he received a frown. Thinking the boy had not understood he repeated the query, and again the boy frowned. The third time the boy "Spilled a whole bag full of cats" by replying:

"The boy that God made is not here to-day!"

At the close of the kindergarten session, a lady reproached a well known educator who had cast doubt on some statements, and who is anxious to learn it all, as his ambition is practically boundless. The lady told him the reason he did not understand the particular phase of childhood involved was because he had never been a mother.

"No, that's so," he replied rather dolefully, and then added cheerfully, "but I am young yet!" No one needs to be told who the gentleman was.

Dr. Bell tells of a young man ideal-

ment who was studying in Washington. He was bright in everything, but English, and to acquire a better command of his mother tongue he was advised to go among the hearings as often as possible. The very same evening he arranged himself in his best clothes and started for the residence of a young lady resident of Washington. On his arrival he produced pad and pencil and informed her that he had come to make a call. She received him graciously and desiring to "fix up" a little, wrote: "Make yourself at home," and with a bow she hurried upstairs. The young man read it and at first did not comprehend the meaning of the words she had written, but in a moment or two he hurried out into the hall, got his hat and left. His idea of the meaning of the words was that she had sent him home; and he was furiously angry at what he termed "the meanness of hearing people."

A Hopeful Future.

The aged but truthful editor of the *Bugle* beamed kindly over the tops of his glasses.

"There is something quite nice about your verses, Miss Budley," he said in a gentle voice, "and we are indeed sorry we cannot use them."

"Then," faltered Miss Budley, as she once more received back the dainty little roll tied with blue ribbon, "You think, do you not, Mr. Slett, that if I persevere, in time I may be able to write very acceptable poetry?"

"Yes," slowly assented the editor of the *Bugle*, "in time. Or, at least," he hastened to add, as a glad thought burst upon him, "If not in time, Miss Budley, what is the matter with trying eternity?"

—N. Y. Recorder.

The Best Dentrifrice Made.

R. Tr. Quillaya Saponis..... 3 ounces
Tr. Cinchona Co.....
Tr. Myrrh, of each..... 1 ounce
Spts Vin. Rect..... 6 ounces
Glycerine..... 8 " "
Salicylic Acid..... 1 dram
Orris Root..... 1 ounce
Prepared Chalk..... 2 ounces
Oil of Wintergreen..... 20 drops
Oil to be put in the alcohol.....
Santalum, enough to color.
Fill up with rubi water to...24 ounces

Sig. Put a few drops on a wet brush, and use after each meal. A quarter of the above quantity will last six months.

Wanted—An Idea.

Who can think of some simple thing to patent? Protect your ideas, they may bring you wealth. Write JOHN WEBBERBURN & CO., Patent Attorneys, Washington, D. C., for their \$1.00 price offer and list of two hundred inventions wanted.

TORONTO DEAF-MUTE ASSOCIATION.

PROPHETIC SERVICES are held as follows:

West End Y.M.C.A., corner Queen Street and Dovercourt Road, at 11 a.m.; General Central Y.M.C.A., Cor Spadina Ave. and College Street, at 3 p.m.; Ladies' Chapel, Yonge and others, East End meetings, Cor. Parliament and Oak Streets, Services at 11 a.m. every Sunday.

BIBLE CLASS: Every Wednesday evening at 8 o'clock, corner Spadina Ave. and College Street, and cor. Queen Street and Dovercourt Road. Lectures, etc., may be arranged if desirable. Address, 23 Clifton Street.

HAMILTON DEAF-MUTE ASSOCIATION.

MESSENGER GRANT AND DUFF conduct services every Sunday, at 3 p.m., in Treble Hall, John St. north near King.

The Literary and Debating Society meets every Friday evening at 7.30, in the Y. M. C. A. Building, corner Jackson and James Sts. President, J. R. Byrne; Vice-President, Mrs. Thompson; Secy-Treasurer, Miss Byrne; Secy-at-armes, J. H. Moore.

Meetings are open to all masters and friends interested.

Institution for the Blind.

THE PROVINCIAL INSTITUTION FOR THE EDUCATION and Instruction of blind children is located at Brantford, Ontario. For particular address:

J. H. DIAMOND, Principal.

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Grand Trunk Railway.

TRAINS LEAVE BELLEVILLE STATION
West 4:30 a.m.; 1:30 p.m.; 6:30 p.m.; 10:30 p.m.
East 7:30 a.m.; 2:30 p.m.; 11:30 p.m.; 12:30 p.m.

Stage and Express Office, BRUNSWICK, 535 King St. East, 380 p.m.

GENERAL INFORMATION.

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Classes :-

SCHOOL HOURS. PUPILS TO GO TO SCHOOL FROM 120 TO 1 P.M.
DRAWING CLASS FROM 2:30 TO 3 P.M. ON MONDAY AND THURSDAY AFTERNOONS OF EACH WEEK.
DRAWS FANCY WORK CLASS ON MONDAY AND WEDNESDAY AFTERNOONS OF EACH WEEK, 2:30 TO 3 P.M.
SKETCH CLASS FOR JUNIOR TEACHERS ON THE AFTERNOON OF MONDAY AND WEDNESDAY OF EACH WEEK, 2:30 TO 3 P.M.
DRAWING LESSON FROM 7 TO 8:30 P.M. FOR SENIOR PUPILS AND FROM 7 TO 8 FOR JUNIOR PUPILS.

Articulation Classes :

From 2:30 P.M. TO 3 P.M. AND FROM 4:30 P.M. TO 5 P.M.

Religious Exercises :-

EVEN-SUNDAY. PRIMARY PUPILS AT 10:30 A.M. SENIOR PUPILS AT 11 A.M. GENERAL SERVICE 2:30 P.M., IMMEDIATELY AFTER WHICH THE DRAWING CLASS WILL ASSEMBLE.

EACH SCHOOL DAY THE PUPILS ARE TO ASSEMBLE IN THE CHAPEL AT 8:30 A.M. AND THE TEACHER IN CHARGE FOR THE WEEK WILL OPEN BY PRAYER AND afterwards dismiss them so that they may reach their respective schools as early as later than 9 o'clock. In the afternoon, 3 o'clock, the pupils will again assemble after prayer will be dismissed in an orderly manner.

REGULAR VISITORS CLERGYMAN: Rev. Dr. John B. Sturtevant, Right Rev. Monseigneur Farrel, A.A. Rev. T. J. Thompson, M.A., President, Rev. Class; Rev. McMurtry, Methodist, Rev. H. Coxwell, Baptist; Rev. M. W. MacLean, Presbyterian; Rev. Father Connolly, Roman Catholic; Rev. Father Connolly, Minister of Sunday School, Rev. Mr. Annie Mathison, Teacher.

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

Industrial Departments :-

PRINTING OFFICE, SHOP AND CARRIAGE ROOMS FROM 7:30 TO 8:30 A.M. AND FROM 12:30 TO 5:30 P.M. FOR PUPILS WHO ATTEND SCHOOL, AND FROM 7:30 TO 8:30 P.M. FOR THOSE WHO DO NOT ATTEND SCHOOL, AND FROM 12:30 TO 5:30 P.M. IN EACH WORKING DAY, EXCEPT SATURDAY, WHEN THE OFFICE AND SHOP WILL BE CLOSED AT NOON.

DR. SWINSON CLASS HOURS ARE FROM 12:30 TO 1 P.M., NOON, AND FROM 1:30 TO 4 P.M. FOR THOSE WHO DO NOT ATTEND SCHOOL, AND FROM 1:30 TO 4 P.M. FOR THOSE WHO DO. NOON, OR ON SATURDAY AFTERNOONS.

THE PRINTING OFFICE, SHOPS AND SWINSON ROOM TO BE LEFT EACH DAY IN A CLEAN AND TIDY CONDITION.

PUPILS ARE NOT TO BE EXCUSED FROM VARIOUS CLASSES OR INDUSTRIAL DEPARTMENTS, EXCEPT ON ACCOUNT OF SICKNESS, WITHOUT THE INSISTENCE OF THE SUPERINTENDENT.

TEACHERS, OFFICERS AND OTHERS ARE NOT TO ALLOW MATTERS FOREIGN TO THE WORK IN EXERCISES TO INTERFERE WITH THE PERFORMANCE OF THE SEVERAL DUTIES.

Visitors :-

Persons who are interested, desirous of visiting the Institution, will be made welcome any school day. No visitors are allowed on Saturday, Sunday, or Holidays, except to the regular Chapel exercises at 2:30 on Sunday afternoons. The best time for visitors on ordinary school days is to wait until the classes are dismissed at 3 o'clock.

Admission of Children :

When pupils are admitted and parents come with them to the institution, they are advised not to linger and prolong leave-taking with their children. It only causes 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 for a few days, in some cases in a few hours.

Visitation :-

It is not beneficial to the pupils for frequent visits. If parents do come, however, they will be made welcome to the class-rooms and allowed every opportunity of seeing the general work of the school. We cannot furnish lodgings or meals, or entertain guests at the institution. Accommodation may be had in the city, at the Quinte Hotel, Britannia House, Queen, Victoria, American and Dominion Hotels at moderate rates.

Clothing and Management .

Parents will be glad enough to give all information concerning clothing and manage- ment of their children to the Superintendent. Correspondence will be allowed between parents and employees under the same circumstances without special permission on each occasion.

Sickness and Correspondence:

Because of the serious illness of pupils, letters or telegrams will be sent daily to parents or guardians. In the absence of parents, correspondence may be addressed to the Superintendent.

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

No medical preparations that have been ordered at home, or prescribed by the doctor, can be taken except with the consent and direction of the physician of the institution.

Parents and friends of deaf children are urged against Quack Doctors, who advertise various cures and appliances for the cure of deafness. In such cases out of honesty in such cases, and only want money for which there is no return. Consult well known medical practitioners in cases of deafness, and be guided by their sound advice.

J. MATHISON
Superintendent