Teachers Institute

(Continued From Page One.)

duly sketched. In requiring the writing of summaries too a double purpose was served in the fields of both literature and history.

Mr. Tom, of Vancouver, after complimenting Mr. Pattison upon the value of his paper, suggested that the historical periods be duly regarded and that more attention should be devoted to the biography of noted men, also to the customs and fashions, etc., of the various periods.

Mr. J. J. Dougan, of Vancouver, pointed out the importance which should rightly be attached to modern history, and also to its constitutional side.

INTERMEDIATE SECTION.

At the intermediate section, over which Mr. J. D. Buchanan, of Vancouver, presided, a large number of the teachers were present. Mr. Buchanan referred to the newness of the subjects, oral geography and history in the schools. Their very newness contributed considerably to their difficulty, and it spoke volumes for the interest that the teachers of the province were taking in this work, to see so many of them attending the work of the section to which these subjects had been committed. He reminded those present that the benefit of the proceedings lay largely in the hands of those present, as out of the discussions much of value was always sure to arise.

"Winds and Rainfall" was the first subject taken up. This had been committed to Mr. D. B. Johnson, of Vancouver. The teaching of this subject lay very largely in the hands of the teacher himself. A good story was often spoiled by bad telling, and the teaching of oral geography was largely a matter of telling their stories well. Circumstances, too, of many kinds interfered with and affected this work. In the text books there were some things that were often impracticable in many a school, but it is necessary to have high ideals in all such things. The very height of these ideals, even if absolutely unattainable, had one great result, and that was to uplift the actual practice.

In taking up the subject of "Winds and Rainfall," it was necessary to lead up to the subject by some explanation of air and water. Of these many simple experiments would interest the children, and at the same time inform them of the properties of these elements. The warm air from the register or beside the stove pipe could well be used to illustrate the action of air under heat. Air would be found to flow in from all sides, just as water would. Such beginnings easily led up to the consideration of the action of air in a hot belt and the constant winds. Changeable winds were another sort, and they had to be accounted for as in the instance of the season winds, the sea breeze of summer and the land breeze of winter, or of the day breeze and the night breeze. With the trade winds more advanced work was encountered. Here the rapidity of the earth's motion had to be taken into effect and could well be explained by the breeze felt in bicycle riding. With no wind blowing, the rider feels wind in his face, with a slight one following him, but not going so fast as he, the breeze would still be in his face. The breeze from the cold poles to the warm equatorial parts would thus be deflected by the breeze caused by the earth's movement, and so a westerly wind prevailed which had been called the trades.

The effect of the bodies of land upon this wind was then taken up, and the great paths of the winds were taken up.

Upon the winds the matter of rainfall could easily be hung. Condensation had to be taught and might be illustrated by the ink that disappeared from the bottle or the drying of clothes on the line. The presence of moisture in the atmosphere could be shown by breathing on a mirror, while the frosty breath on a cold morning easily led up to the formation of clouds.

Mr. Thomas Little opened the discussion. He thought that the interrelation of the lesson of yesterday with that of today was one worthy of a great deal of thought. A subject such as this did much to prepare the ground for further lessons in geography. Through it the pupil could very readily for himself think out such things as the products of different countries, all of which depended so much upon questions of temperature and moisture. This would make much easier the work in days to come and was a very necessary groundwork.

Inspector A. M. Stewart discussed the question of the distribution of this subject over the lessons of a term. He then spoke of the absolute necessity of the teachers preparing every lesson before it was taught. Day by day this should be done by every one and nothing should be essayed without its proper preparation. The teacher could only teach what he knew. Otherwise it was only keeping school. The present subject of oral geography was one which tried the teacher. It did away with the tendency of falling back on and depending upon text books, and the very work of preparing the lessons would do a great deal towards upbuilding that spirit of independent thought and love of work that marks the successful teacher.

Miss M. Lawson, of Victoria, then read a paper on "The Commerce and Peoples of the British Empire." This province gave a splendid starting point, as here was the meeting place of the Orient and the Occident, while the diversity of its resources would readily be found to lead the pupils out into the markets of the world, so many of which were under the Empire's flag. From Victoria Miss Lawson traversed the Dominion eastward, touching on its geography, its peoples, its industries, its plants and products, and all its industries. Thence the trip around the Empire-wrapt world was then continued at some length and with much interesting detail. England and her dependencies with many a reference to story and to verse, whereby the pupils could be best taught the harder facts of knowledge, were all in turn visited, and many hints afforded for lessons in patriotism as well as in business.

Mr. J. T. Pollock, in complimenting Miss Lawson upon her interesting paper, spoke at some length upon the advantages of teaching in a concrete way rather than by the the more abstract way of the books.

Mr. Cox, of Hope, followed, speaking at some length of various topics regarding India and other matters of interest. He paid a handsome tribute to the new Canadian geography.

Time did not permit of the taking up of Mr. Knowlton's paper on "Composition and Reading."

JUNIOR SECTION.

The junior section of the Teachers' institute, which met at the Spring Ridge school house, was called to order at 10 o'clock, Mr. Cowperthwaite in the chair. After a few opening remarks, Mr. Cowperthwaite asked how many teachers intended taking in the excursions on Friday? Four having signified their willingness to take the one by train, the business of the meeting was then proceeded with.

Miss Winter gave a practical illustration of "The application of kindergarten methods to school work." With a class of small children she went through various kindergarten exercises, showing in a very clear and able manner how through the medium of play the children were being trained to use their sense of sight, hearing and smelling. Lessons on color, form and number were indirectly taught by means of these exercises.

Mr. Knapp opened the discussion by noting the perfect order of the children. They were learning by doing and because of their interest in the work, paid strict attention to it in spite of the room being full of visitors. Mr. Northrox, Miss Whelan and Mr. Cowperthwaite also took part in the discussion.

Mr. Shaver was then called upon and gave an outline of McLennan and Ames's New Primary Arithmetic, method of teaching arithmetic, described as spiral, addition, multiplication and division being taught with small numbers, then with larger, instead of teaching addition right through and so on with subtraction. The large number of concrete examples in the book were noted, also the method of teaching subtraction, which takes the form of addition rather than of taking away.

There being no time for discussion of this paper, the junior section adjourned to meet this morning.

At the afternoon session all were together again in the large assembly room of South Park school.

The committee on resolutions was then appointed and consisted of Messrs. Paul, Stewart and Eaton.

The desirability of printing a report of the proceedings of the institute was then brought up and on a motion referred to the executive committee to take such steps as they deemed fit in the matter.

The programme for the afternoon began with a piano solo by J. G. Burnett, of this city, which was so heartily appreciated that an encore followed, and the pianist was tendered the thanks of the institute by the chairman.

The minutes of the previous meeting were then adopted as read by Secretary Gillis.

"Free Hand Drawing" was then exemplified by Mr. David Blair, of Vancouver. This was in completion of his lecture of the preceding afternoon, and carried forward the subject into the field of solid bodies. This, he explained, fell under two heads, "geometrical" and "model" drawing. Here curved objects, which were more or less symmetrical, presented less difficulty than those having sharp corners, as in the latter the convergence of the straight lines was found to give a good deal of trouble.

At this stage His Honor, the Lieutenant-Governor, Sir Henri Joly de Lotbiniere, on whose entry all rose and sang the first few lines of the National Anthem, was brought in by Superintendent Robinson. On taking a seat on the platform, His Honor attentively followed the proceedings of the meeting for the remainder of the day.

With the instruction on drawing by Mr. Blair, was then concluded in the use of the pencil for measuring distances in model drawing was first explained. This required practise, the pencil having to be held at arms length, one eye being closed.

Principal William Burns, of the Normal school, then opened the question of nature study by giving an address on "Plant Life." He repeated his quotation from Herbert Spencer of the morning, to the effect that the ends of education were first that every human being should be of the utmost use to the state, and should for himself and second that each should have as much pleasure as possible.

And so today a natural system of education was being developed which was essaying to make use of the natural curiosity of the child, and so to train and direct that tendency so that through it the child might be educated. All knowledge came from sense perception, and for that very reason the child reached out to handle everything that it saw. Thus the object had first to be considered. This was followed up by the word denoting it and so led on to true education. It cultivated the power of observation which was sometimes almost called a "lost art." In Ontario the improved course in the schools was reviving the powers of observation, and so it was the training of the hills and country that had given the Canadian soldiers in South Africa their advantage over so many of their fellows in the field.

In nature lessons the teachers were not expected to teach biology, or botany, or zoology. That was not to be found in the instructions. They were to direct the energies of their pupils, and let them do the work. To be good, a nature lesson must be simple, or on some topic of timely interest. Then the children will be interested, and will do their own observing. The bird that flies in at the window and upsets the arithmetic class, or the fly and the number of its legs, the bear shot in the swamp, all these made good subjects for such a lesson. Where possible also each object should be handled, each child should have a specimen. The lesson should be recapitulated, and thus made sure. The results in the compositions of the pupils was wonderful.

Mr. Burns then gave a model lesson on the Dandylion, the most wonderful weed in British Columbia, which was replete with interest throughout.

Miss R. Watson continued the subject of nature study, by giving an address upon "Rocks and Minerals." Miss Watson prefaced her remarks by saying that she did not intend to teach anything about these things, but only to show how lessons upon them should be taught. But she would take the opportunity of entering a protest against any form of examination for the children in this subject of nature studies. It was far easier to say that the children should do and say it all than to put that saying into practice. They would want to bring specimens of rocks and minerals, but then came the difficulty of what to call them. Miss Watson then detailed a simple system of classification, rocks falling under igneous and sedimentary classes. While much must perhaps be told, yet much can be suggested and much more elicited by means of questions. All the results too should be related and summed up.

Miss Watson then gave the outline of model lessons on granite, limestone, etc. She also spoke very enthusiastically of the out door excursions of Saturday afternoon.

The discussion upon nature study was opened by Mr. L. Tait. With Miss Watson, he objected to examinations on these subjects, as altogether undoing the very objects desired. Going out into this subject, the children are brought in contact with thoughts of their origin, and of their creator, and thus on to His book. There were to be found the most splendidly simple references to the nature world and its spirit of close communion with nature, which marked almost every page, would be helpful to everyone undertaking this sort of work. It might even be profitable to consider the saying, "Go to the ant thou sluggard."

The subjects of tree culture too, he thought would well come under the general subject of nature study. In Europe and throughout the United States, great measures were being taken to replant the depleted forests, and it would be very advantageous generally if the planting were included in the nature study of the schools. All will know how deeply His Honor, the Lieutenant-Governor was interested in this work and doubtless they would all be very glad to have him address them upon it.

Mr. Barron expressed his pleasure with the two papers to which they had listened. Referring to the first, he wished to state that he differed from Herbert Spencer on the question of the definition of education, and much preferred that of Mr. Burns, which was to make of the human being what he had been intended for.

George Hindle added his protest to the Spencerian definition as totally inadequate, and altogether too material in its standpoint. Besides this, it was opposed to the idea of the great educationalists of the day, which was that it was the development of the character of the man.

Inspector A. M. Stewart thought that possibly the objection to examinations in the subject of nature study was well taken, but on the other hand it would be necessary to have some pledge that interest in this work would be duely taken by the teachers, and maintained amongst their classes.

Miss Watson admitted the point of his remarks, but maintained that examinations would deal a death blow to the cause of nature study. Besides, if some teachers did not like the subject, or taught it wrongly, it was better that at their schools it should not be touched.

Mr. Hunter, of Nanaimo, suggested that great care should be taken in this work. It was a sad thing to see a 10 year-old boy call a piece of rock "igneous." The young should have a chance to find pretty things or colored stones. A piece of crystal, or a flint arrowhead was a better incentive to keep their eyes open than many big words or examinations. In the higher school, Miss Watson's system was doubtless an excellent thing, but with the little ones it would not do. It always grieved him to see a child struggling with a word almost as big as itself.

He did not understand why anyone should object to Herbert Spencer, whose works were such excellent commentaries on "our duty to ourselves, our duty to our neighbors, and the state, and lastly the duty towards the maker," and against these no one could have any reason to make objection.

Mr. J. H. B. Rickaby here gave a reading from Drummond's habitant poetry, which was so well chosen and presented, that an encore was followed and given quite as hearty a hearing.

Mr. Cowperthwaite then introduced Sir Henri to the meeting. On rising, he was received with rounds of applause, while his address was listened to with a marked and most appreciative attention. Referring to Mr. Cowperthwaite's words of introduction, he expressed the hope that in the course of time British Columbia would be not only the largest, but the most wealthy and prosperous province in the Dominion. He did not propose to give an address, but rather to talk about the contents of a big box, which was then produced. He had been much interested in the matter of tree planting, and as that was sometimes done in the school yards, he would like to talk for a few minutes upon the trees and their proper care.

It was all very well to plant a tree, but a telegraph pole could be planted too. If it were planted and left to die, it had better not have been planted. He was often grieved to see the dead and broken limbs on the oak trees growing in Victoria, and the hideous holes in their trunks that the rot had made.

He then showed by many specimens how improper pruning led often to the injury and possibly the destruction of the tree, by rotting into its heart, while another set of specimens showed how nature, co-operating with a proper sort of tree-surgery, covers up the wound made by the pruning off of a branch.

He had read with pleasure many articles of the good progress and work of nature study, and so had been prompted to bring over his box of specimens of these results of bad pruning. He had thought that a great deal could be done by teaching the children how to plant trees. Properly, it should be done by beginning with the seed, but still any work of the sort would be good. The children could readily be taught how to arrange the roots and to plant the trees. They could be taught, too, of the varieties of trees and the soils adapted to them. To the common opinion that they could see them grow, the children should be taught the wholesome lesson of working for others, for those who should come after them.

Mr. Buchanan, after speaking of the interest with which all had listened to the interesting address of the Lieutenant-Governor, pointed out that he, too, had presented his thoughts to them after the methods most approved of by all the leading educationalists. He had given them a lesson of the "Nature Study" sort. And it was not because all had enjoyed the pleasure of his visit, or that all had enjoyed the greater pleasure of listening to his words and following him in a subject of which he was such a master, but because all desired to have an opportunity of expressing their appreciation for all of these things that he moved that the heartiest vote of thanks be tendered His Honor on this occasion. This was seconded by Mr. Stewart and duly tendered to Sir Henri by the chairman.

In acknowledging the compliment, Sir Henri added a reference to the seeds and black walnuts, butternuts, beeches and others which he had imported and planted. These had come up in a most promising way, and he would be very glad to supply some from his stock to be planted around the school houses of this province.

The meeting then adjourned until today, when the sectional work will be continued.

Amongst the teachers who have arrived since the opening of the convention are Mrs. K. Bertiaux, of Hope; Mrs. L. B. Mackenzie, of Cedar; Misses S. Marshall and R. George, of Nanaimo, and Messrs. E. J. Sharples, L. A. Burpes, and Mr. J. K. Green, of Vancouver.

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Hood's Sarsaparilla removes them and cures all the painful and disfiguring troubles they cause. Nothing else cleanses the system and clears the complexion like Hood's.

"I sell him cheap!"

YOU can judge the value of an animal and most articles in commerce by appearance and price.—With Seeds it is different.—Any Seed must be valued by what it will grow and not by a "cheap" price.

Poor Seeds are those of uncertain growth and product—they are as valueless as the broken-down mule. It is extravagant waste to use them. "Cheap" Seeds may give greater profit to the seller but the user is the loser.

"GOOD QUALITY" in Seeds is the foundation of worth—it is the result from selecting and improving strains, together with care and intelligence in growing and means success to the user.

Steele-Briggs Seeds are known for their "Good Quality" and "Worth." More of them are sold and used in Canada than any other kind.

Buy your Seeds from dealers who sell

Steele-Briggs Seeds

and insist upon having them. If you cannot get them from a local merchant send your order direct. Refuse substitutes or "Just as Good." Send for catalogue if you have not received it.

The Steele-Briggs Seed Co., Limited, Toronto.

"CANADA'S GREATEST SEED HOUSE."

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Questions of Importance to the Industry Discussed at Quarterly Meeting.

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Spring Humors of the Blood

Come to a large majority of people.

Probably 75 per cent. of these are cured every year by Hood's Sarsaparilla, and we hope by this advertisement to get the other 25 per cent. to take this great Spring Medicine.

It will sharpen your appetite, cure all stomach troubles, relieve that tired feeling.

Its strength as a blood purifier is demonstrated by its marvelous cures of

Scrofula	Salt Rheum
Scald Head	Boils, Pimples
All Kinds of Humor	Psoriasis
Blood Poisoning	Rheumatism
Catarrh	Malaria, Etc.

All of which are prevalent now.

HOOD'S Sarsaparilla

Will do you a wonderful amount of good. Be sure to get Hood's.

they cut the young tree, not seeing what that tree will be in four years afterwards. They must not think of the young tree as it then stands, but of its after growth, and not take out too much wood.

Rational pruning begins with young trees, but older limbs are taken out; and regarding the cutting of these limbs, the speaker said that all limbs should be cut parallel with the axis of the tree. At every point where the limb joins the main trunk the tree has a little bit of a bulge, and the cut should be made just beyond this, and always at right angles to the trunk. It should be a clear, sharp cut, and a man should not go to a fruit tree with an axe. A sharp saw should be used, and a clean cut made always, for a sharp, clear cut would heal quickly. Any wound, say, over an inch in diameter, should be painted, which, while it would not aid the wound to heal, would prevent evaporation and prevent germs and decay from gaining an entrance. Good white lead was the best paint to use. The grower should be careful with weather splits, which are seen more often in prunes or cherry trees. These should be pared back to the green wood, cut deeply to remove everything, as it were, to the quick, and painted over.

After an exhibition of the pruning utensils, saws, knives, etc. Professor Fletcher answered several questions addressed to him, and gave good advice regarding the purchase and use of tools, after which a vote of thanks was tendered to him, and the meeting adjourned.

PROHIBITION.

Voting Takes Place in Manitoba Today.

Winnipeg, April 1.—Manitoba votes for or against prohibition tomorrow. A large vote is probable, and betting on the result is about even.

BRIDGE CARRIED AWAY.

Ice Breaks Down New Structure at Portage la Prairie.

Winnipeg, April 1.—Two spans of the new municipal bridge at Portage la Prairie were carried out by the ice tonight, cutting off communication with the southern country. The bridge was erected last year, and cost $22,000.

ASSISTED IMMIGRATION.

Trades and Labor Council Present Memorial Against It.

Hamilton, Ont., April 1.—A deputation from the Trades and Labor council waited on the local M. P.'s last night and presented a memorial from the Trades and Labor council against assisted immigration.

NEWSPAPER POSTAGE.

Move to Reduce Rate Between Canada and Britain.

Montreal, April 1.—The Montreal Board of Trade has decided to endeavor to induce the Dominion government to reduce the postal rate on newspapers, etc., from Canada to Great Britain, to one cent per four ounces.

OFF THE TRACK.

Owen Sound Train Leaves the Rails—One Man Hurt.

Toronto, April 1.—(Special.)—The northbound express on the Owen Sound branch of the Canadian Pacific railway left the track near Flesherton at 8:25 this evening. Little damage was done and none of the 40 passengers on board was injured. Joseph Corrigan express messager was the only person injured.

RUSSIAN STUDENTS.

Strive to Get Up Another Revolutionary Demonstration.

Berlin, April 1.—A despatch to the Tageblatt from St. Petersburg, dated Monday, March 31, says that the students are organizing a fresh revolutionary meeting, and have succeeded in mailing 10,000 circulars, mostly addressed to persons belonging to the educated classes, imploring them to attend, armed, if possible, a revolutionary demonstration in front of the Kazan cathedral today.

OFF NEWFOUNDLAND.

Fog and Furious Gale Reported by Sealers.

St. John's, Nfld., April 1.—The sealing steamer Greenland arrived here last night with a cargo of 20,000 seals. The sealer Iceland is stormbound at Bonavista. She is so heavily laden with seals that she fears to continue her voyage to this port. The Virginia is believed to be in the fog off this coast. Other sealing vessels are clowing hunting the seal herds. There is a furious gale in the North Atlantic.

COAL MINERS STRIKE.

Ten Thousand Men in Pennsylvania Affected.

Altona, Pa., April 1.—After mass meetings of the Rochester and Pittsburg Coal and Iron companies' miners had been held at Punxutawney and Skyesville today, the threatened strike was formally declared. It involves 10,000 miners, and will have the effect of curtailing the employment of nearly as many more railroad men employed by the Buffalo, Rochester & Pittsburg railway, whose freight traffic will be paralyzed owing to the strike.

THE COMSTOCK MINES.

Among the passengers by the Danube was N. S. Clarke, superintendent of the Yreka mine, who goes North to inspect the company's recently acquired properties on Quatsino sound. Mr. Clarke will land at Hardy Bay, and cross the island, 12 miles to Comstock mountain, where the new mines are situated. He will return by the down trip of the Danube, and will purchase and ship several teams of horses, and a lot of supplies for the mine by the Queen City on the 20th inst. Mr. Clarke is accompanied by Mr. F. A. Gevin, who will assist him in laying out the work in the new camp.

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YOU can judge the value of an animal and most articles in commerce by appearance and price.—With Seeds it is different.—Any Seed must be valued by what it will grow and not by a "cheap" price.

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"CANADA'S GREATEST SEED HOUSE."

Fruit Growers Association

Questions of Importance to the Industry Discussed at Quarterly Meeting.

Professor Fletcher Speaks of Pests and Measures to Destroy Them.

The first quarterly meeting of the British Columbia Fruitgrowers' association was held yesterday afternoon at the City hall, with J. C. Metcalf, of Port Hammond, in the chair. After the minutes of the last meeting had been adopted, correspondence was read regarding the strange treatment of an exhibition made by the association at the Brandon exhibition last summer by Currie and Bond, of Brandon. It seems that Mr. Palmer was in Brandon at the time of the exhibition, and advised an exhibit being made. Messrs. Currie and Bond, fruit dealers, of Brandon, offered to place the exhibit and realize on it afterward. Months passed and no advice was received from the Brandon firm, and the secretary of the association drew on them. The draft was returned endorsed, "Fruit too green to realize." The secretary then wrote to Messrs. Currie and Bond to the effect that the endorsation on the draft was a surprise, as it was not proper to give an address, but rather to talk about the contents of a big box, which was then produced. He had been much interested in the matter of tree planting, and as that was sometimes done in the school yards, he would like to talk for a few minutes upon the trees and their proper care.

It was all very well to plant a tree, but a telegraph pole could be planted too. If it were planted and left to die, it had better not have been planted. He was often grieved to see the dead and broken limbs on the oak trees growing in Victoria, and the hideous holes in their trunks that the rot had made.

He then showed by many specimens how improper pruning led often to the injury and possibly the destruction of the tree, by rotting into its heart, while another set of specimens showed how nature, co-operating with a proper sort of tree-surgery, covers up the wound made by the pruning off of a branch.

He had read with pleasure many articles of the good progress and work of nature study, and so had been prompted to bring over his box of specimens of these results of bad pruning. He had thought that a great deal could be done by teaching the children how to plant trees. Properly, it should be done by beginning with the seed, but still any work of the sort would be good. The children could readily be taught how to arrange the roots and to plant the trees. They could be taught, too, of the varieties of trees and the soils adapted to them. To the common opinion that they could see them grow, the children should be taught the wholesome lesson of working for others, for those who should come after them.

Mr. Buchanan, after speaking of the interest with which all had listened to the interesting address of the Lieutenant-Governor, pointed out that he, too, had presented his thoughts to them after the methods most approved of by all the leading educationalists. He had given them a lesson of the "Nature Study" sort. And it was not because all had enjoyed the pleasure of his visit, or that all had enjoyed the greater pleasure of listening to his words and following him in a subject of which he was such a master, but because all desired to have an opportunity of expressing their appreciation for all of these things that he moved that the heartiest vote of thanks be tendered His Honor on this occasion. This was seconded by Mr. Stewart and duly tendered to Sir Henri by the chairman.

In acknowledging the compliment, Sir Henri added a reference to the seeds and black walnuts, butternuts, beeches and others which he had imported and planted. These had come up in a most promising way, and he would be very glad to supply some from his stock to be planted around the school houses of this province.

The meeting then adjourned until today, when the sectional work will be continued.

Amongst the teachers who have arrived since the opening of the convention are Mrs. K. Bertiaux, of Hope; Mrs. L. B. Mackenzie, of Cedar; Misses S. Marshall and R. George, of Nanaimo, and Messrs. E. J. Sharples, L. A. Burpes, and Mr. J. K. Green, of Vancouver.

Several visitors have been attending some of the sessions of the institute, amongst whom were Bishop Perrin, Rev. Messrs. Baugh Allen and Elliott, S. Rowe, Mrs. Jenkins, with School Trustees Huggitt and Jay.

HUMORS.

Come to the surface in the spring as in no other season. It's a pity they don't run themselves off that way; but in spite of pimples and other eruptions, they mostly remain in the system. That's bad.

Hood's Sarsaparilla removes them and cures all the painful and disfiguring troubles they cause. Nothing else cleanses the system and clears the complexion like Hood's.

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