#### The Children of the Year.

Japuary were indexes
Like on old pilarin by the way,
Watches the snow, and slide ring sighs
As the wall curies from him files
Or, huddled undermailer thern,
Sits praying for the ling ering metri

February bluff and bold, Oer forrows striding, seems the cold, And with horses, two at reast, Makea the keen plow do its best

Hough March comes blustering down the road, In the wrath hand, the over-spead Or, with a rough and angry haste beatters the seed o'er the dark waste

April, a child, half tears, half smiles, Trips full of httle playfol wiles, and faughing heatth her raintow hosel, beeks the wild volet in the worl

May, the bright maplen, singing gove i ach day tron the mora to evening veloci Watching the land leap in the dell, List uing to the simple vallage bell

lune, with the mover's scatlet face. Moves over the clover field space, that fast the creecut scythe sweep on O'er spots from whence the lark has flown.

July, the farmer, happy fellow, Laughs to see the corn grow yellow. The heavy grains he tosses up t rom his right hand as from a cup

August, the respec, cleaves his way. Through the golden waves at break of day of Or, on his wagon piled with corn, At sunset, bome is proudly borne

September, with his basing hound, Loaps fence and pale at every bound, and caste into the wind in scorn All cares and danger from his horn

October comes, a woodman old, Frieed with tough leather from the cold. Round swings his sturky axe, and Jo? A fit tranch falls at every blow

November concrebefore the flames, littered crope, forgetting her only name Matches the blue smoke curling rise, And broods upon old menories

December, fat and rosy, strides, His old heart warm, well clothed his sides, With kindly word for soing and old. The cheerier for the bracing cold Laughing a welcome, open flugs His doors, and as he does it, sings.

#### Appreclative "Thank You."

"On every hand one hears of the neglect to say 'thank you," writes Edward W. Bok on "The Saying of 'Thank You," in the November Indices' Home Journal. "I wonder sometimes if some people really know how little of what comes to them is their due and right, and how much of what comes to them is by favor and courtesy. The vast majority of things which come to us, come by pure favor, by courtesy. And we should recognize this. No act of kindness, however slight, should go unnoticed. A 'thank you' is a simple thing to say; it requires but a few moments to write it, but it often means much; it means everything sometimes to the person receiving it. It means a renowed faith in human nature in some cases. A word of thanks is nover lost, nover wasted. If it sometimes seems to be lost upon the person to whom it is directed, its expression has not been lost upon some one else who has heard it. It is certainly not lost upon our-selves. The most of us are quick enough to thank some one who does us great service. But the small courtesy, just as great as the large service in reality, we overlook. It doesn't seem worth while to give thanks for small things. And yet what would we be today, and where would some of us be but for the small courtesies of life? They are what make life worth living,

\* \* It is all very well to have the last Thursday of each November set apart as a day of Thanksgiving. But it would be far better if a great many of us carried the spirit of the day into all the other days. Perhaps, it we did so we might have more mercies to be thankful for on Thanksgiving Day? Do not let the spirit of thanks stop with nightfall on Thanksgiving Day. Lot us extend it to all the other days of the year, to the people whose lives touch ours. When we receive a favor at hands of any one, no matter how small it may be, let us say the words, 'Thank you.' If they should be written let us write them. Let us not delay them, but take advantage of the instant when our heart is touched. Let there be more thank you said by everylady-thouse ands of there. And the world will be a better, brighter and happier place to live in because of them."

An American paper tells of a deafmuto rifleman, and says that "Captain Jack makes one marvel at the wonderin degree of perfection he has attained with his rifle. He fired fifteen shots into a twelve inch circle in three seconds. Jack can shoot as true standing on his head as most men can on their feet."

#### Co-operation in the Discipline. Manners and Morals.

The responsibility resting upon teach rs of the deat for the moral training of the children entrusted to them is far in excess of that which devolves upon other teachers. With few exceptions, deaf children enter school with their moral natures practically unformed. For nine months out of twelve during ten or twelve years, these children are wholly im ler the guidance of the school, and the lack of ready means of communication precludes any but the most meagre instruction during the child's brick vacations at home. When our charges imally leave school, they have urrived at an age when their lights of thought and action are, as a rule, fixed for life, and for these habits the school and its teachers are almost wholly responsible.

Moral training, to be most effective, must be consistent and systematic. In a family where the father errs on the side of severity, while the mother is possibly too lement, and grandina has her own peculiar way, the characters of the children are certain to be contradictory. The same is true to a greater extent, in our schools for the deaf, which may be compared to large families, and where the variety of character-forming influences under which the children come is so much more extensive than in the ordinary family.

The importance of co-operation among officers and teachers in this characterbuilding cannot be gain-aid. All the teachers must study the natures of the children and seek for general guiding principles. No fixed rules can be made principles. So fixed rules can be made to apply to all cases of discipline. But there are general rules that experience has approved. For instance: Let the punishment be a natural consequence of the offence. Never punish in anger, Be sure the child enderstands why he is punished, for punishment inflicted on a child when he has not a realizing sense of his wrong doing will injure rather

than benefit the character.
Childish faults may be classified under four general heads, (1) Offences duo to ignoranco; (2) Offences due to carelessness; (3) Offences due to over flow of animal spirits; and the Offences due to perversity. Each class should receive a different treatment and it would be a good thing for every school if all the teachers would unite upon certain rules applicable to each class. As an illustration of the great diversity in the matter of discipline that some times exists among individual teachers, let me relate an actual occuerence; A boy of fifteen or styteen was brought to school against his will by his father. In the class to which he was assigned he proved very troublesome. Herefused to do anything the teacher directed him to. Even the superintendent could not overcome his stubbornness. He went so far, one day, as to threaten his teacher with his pocket knife. As a last resort, he was transferred to another class. In a few weeks he was a well-behaved fellow, doing his work faithfully and cheerfully, and now, after the lapse of three years, he is one of the most courteous and popular loys in school. Cases like the preceding have undoubtedly occurred within the experience of all superintendents and principals. It is impossible that the nature of that boy changed suddenly. The explanation lies in the fact that the discipling of one school room antagonized

him; that of the other pacified him. Co operation is strongly needed to overcome certain personal habits of our pupils, among which may be enumerated dragging the feet, making noises in the throat, slouchiness when sitting or standing, grimacos when talking, indiscrimi nate use of abusive epithets, slevenliness of dross and person. All these and many others can be climinated by perfect accord among the teachers, so that the light against them is carried on year after year. It is easier to learn than to unlearn; and one teacher who is slack or remass may seriously damage, if not undo, the work of several others.

We want our boys and girls to become honost, upright, courteous men and women. It is ours to make them so, We cannot shift the responsibility. restrujou us as a body, and as a body we should meet it, united, shoulder to shoulder, of one mind and one soul, -J. L. Smith, in the Annals,

The important thing in life is to have a great aim and to possess the aptitude and perseverance to attain it. - Goethe. Toronto.

#### A Negro and the Watermelons.

Vitamer in Georgia ha I some waterinclose. They were growing in a field beside the road, not far from his house. the night a negto walked past the tarmer's house. The moon was Indden behind the clouds, but it was not a very dark mght. He saw the watermelous, and was exceedingly fond of them. He looked all around, but could see no one. Scheelimbe lover the fence into thotald. He desired to get a good mejou. So he began thumping them with his tinger to scent they were sound. At last he found one that suited him. He took his jack knife out of his pocket and cut off the tem. Then be split the melon open and began eating it.

Suddenly he Leard a noise. He look est toward the road and saw a mounted other coming towards him. The negro-was frightened, but did not run away, because he was afraid the officer would catch the sight of him and arrest him. So he crouched down on his han is and ; knees, and kept quict.

The officer also meant to steal a melon. He fastened his horse to the fence and went into the field. He searched about and found a good large melon. He put his hand in his pocket to get his knife. But he had forgotten it and left it at home. He was sorry, but he managed to twist the stem off with his hand, Then he took the melon up and looked about to find a stone. He meant to throw the inclon on it and break it open, so that he could cat it. In a minute be saw a dark object a few feet away. It looked like a large stone. So he raised the inclon over his head and threw it down with great force upon the object. What do you think the object was? Why, it was the negro's back. The negro was terribly frightened. Perhaps he thought an earth-quake had taken place. He gave a loud scream, jumped to his feet and ran rapidly away

But the officer was more frightenest than the negro. He had often read about miracles, and he thought the stone had changed to a living being. He ran as fast as he could to the fence, unfastened his horse, got upon its back and galloped away to parts unknown. Lieclonige.

An experimenter recently undertook to discover why a cut invariably fell on its feet. He finds that a cat always falls on its feet providing it has a distance of a yard to fall in and enables it to make a lialf-turn in the air so as to get its feet undermost. It holds its paws vertically and manages to preserve the position during the rest of its fall in spite of the initial movement of rotation taken by his lody. The mechanical explanation is simply that the animal by thrusting forward its left hinb, shifts the center of gravity of the whole body so as to make it revolve upon the feet to reach the ground. Moreover a cat does not hart itself by a fall from a height, not because it invariably falls on its feet but because the structure of a cat's back and spine is extensely flexible. The muscles of its legs are extraordinarily strong and numerous and further, it has clastic pads or cushions consisting of a mass of abboustissuound fat on all feet, seven in each bind-paw,

# Grand Trunk Railway.

TRAINS LEAVE BELLEVILLE STATION: West 315am.; (2)am ; 600am., 11.55am; pin. 197-ilain 1840an: 1847an , 1245 pin;

5.10 p.m.
Matoc and Peterboro' Branch-5 45 a.m.;
H.15 am - 5 10 p.m.; 5.15 p.m.

# Uneducated Deaf Children.

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

R. MATHISON, Superintendent

# TGRONTO DEAF-MUTE ASSOCIATION.

DELIGIOUS SERVICES are held as follows.

DELIGIOUS SERVICES are held as follows, I be every Sunday:
West I nd Y. M. C. A., Corner Queen Street and Doversourt Road, at 11 m. in figures and Contral, up stairs at Breadway Hall, Spadina Ave, to or 12 duora south of College Street, at 2 p. m. Leaders, Masars, Nasmith, Brighton and others.
East End meetings, Cor. Parliament and Oak Directs, bersies at 14 m. in. every Sunday Binds, Corner Spadina Ave, and College Street, and cor. Queen Street and Doversourt Road Lectures, etc., inay be arranged if decirable, Address, 73 Clinton Street
Miss A. Fraser, Missionary to the Deaf in Toronto.

# GENERAL INFORMATION

#### Classes:

School, House Tro. (a.c.) from 1 9 to cp in Process p to on Ideaday and 11 a

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# Articulation Classes.

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#### Religious Exercises

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Lass will assemble
Lacif bettook flay the pupils arin the Chippel at # Loa m., and;
incharge for the week with speand afterwards dismiss them
may reach their respective sellater than 2 octors. In the
5 octors the pupils will assemble
after prayer will be dismiss is
orderly manner.

Hot LAR Viderica (1.) Responsible to the floring from Monseigner) of the L. J. Thompson, M. S. Jr. they this E. Meintyre, (Mett. of H. Cowert, displict). Ites M. W. Presbyterians, Rev. Factor et al. Code, D. D. Rev. J.J. Rice. Lee.

BRILE CLASS, Subday afternos a shational better of burday better Miss Abril Mathies, Teacher

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

## Industrial Departments

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Tite Blowned Class Horizonale fre-Hoelock, noon, and from 1 or to those who do not attend school, 2010 5 p. in. for those who do on baturday afternoons

is The Printing Office, Shop from to be left each day who in a clean and tidy condition

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Let feacher; Others and other; a allow matters foreign to the wisk a interfere with the performance several lutter.

#### Visitors : -

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# Admission of Children.

When pupils are admitted and pos-with them to the Institution, they co-added not to linger and pros-taking with their children. It all disconfort for all concerned, pagis the parent. The child will be feed of for, and if left in our charge with will be quite happy with the other i-days, in some cases in a few hour-

# Visitation:

It is not beneficial to the pupits for his visit them frequently. If pater come, however, they will be made as to the class-roomeand allowed exert unity of seeing the general weighted Weetner them to the first of entertain guesta at the institutes accommodation may be had in these Quinte Hotel, limitman House, Queen American and Dominion Hotels at a rates.

### Clothing and Management.

l'atenta will be good enough to give tions concerning clothing and may of their children to the supernaterate correspondence will be allewed perents and en loyees under any stances without special permissione eschoceasion.

# Sickness and Correspondence

lices of the serous illness of popular teleplans will be sent daily to programme. In the Application of Fally New OF CHILD NAY IN QUITE STARK WELL.

All jumple who are capable of doc-les required to write home evers it re-letters will be written by the teacher little ones who cannot write, status," a as possible, their wishes

to No incided preparations that he used at home, or prescribed by far ab-cians will healtowed to be taken it, except with the consent and directs. Physician of the Institution

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R. MATHISON. Juperintemical