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FORTNIGHTLY.

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THE Toronto School Journal

EDITOR, - - G. W. ROY.

SUB-EDITOR.....E. SCHILLING.
SECRETARY.....E. G. SHIPMAN.
TREASURER.....W. B. CALDWELL.

TERMS.

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ISSUED FORTNIGHTLY.

Journalism.—Its Rise and Progress.

Ever since the first proof-sheet was issued, and criticized in Queen Elizabeth's reign, journalism has made that firm and steady progress, which, as a medium to express the views of the public at large, and maintain and vindicate law and order, it has rightly deserved. Through the dark ages, when the continent of Europe and all the national and political powers were engulfed in one scene of horror and bloodshed, journalism marched steadily onward, bearing within her that feeble germ, which has since given rise to a more glorious and stronger mode of expressing the views of the public and intelligent speaking people of the universe. We find the first paper ever published was issued in 1536 by the Venetians who were at war with the Turks. It was called the "Gazette" from the small English coin for which it was sold. The English "Mercurie" was also published in 1538 and is still preserved in the British Museum. The first paper started in

America was called the "Herald of Liberty," and published but 13,000 copies annually; now one-half that number is turned from the press in thirty minutes. In times when Europe's social and political fortunes were at stake, and witchcraft deluded the people to a great extent, it was good that they could have a good paper, and cultivate their minds, or seek to educate their offspring to a state of higher intelligence, and finer civilization, than that which consists merely in the riot or the tournament. In times when public opinion vindicated itself through the means of the bludgeon or the scaffold, and men shot at each other just for the sport, it was better that journalism should step in and proclaim that law and order should reign supreme, and crush down that infamous mode of asserting authority, and express public opinion in a milder form, than that which consists in the thumbscrew or the axe. England's greatest progress in science and art was originated and is prospering in the present Victorian era. With the steady progress of journalism, science and education have kept equal pace. In the near future, we prophecy that the paper will attain such high order of intelligence, as to be called the key stone of civilization. What was the state of the world before the paper was invented and the press sent forth its talk? Nations sunken in barbarity and ignorance and with no other advice than that of weak-minded monks, we have to pardon if they overstep the bounds of law, and amused themselves with other means than that which would tend to strengthen their intellectual faculties, and afford peace and comfort to body and soul. The Romans and Greeks, who were far in advance of other nations in science and philosophy, amused themselves in the amphitheatre, or laughed and cheered when the furious beasts of prey tore the Christians into fragments. Yet the Roman Empire

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was once the strongest country in the world, and was the "mistress of the seas." That journalism is an aid to manufactories and commerce is sufficient evidence that it is doing good. Of what use would the large paper mills find for the amount of paper they manufacture daily, if it was not consumed by the editor and his staff, or into what channel would the thousands of men, who are employed daily, turn their labors, if the paper should cease?

EDITOR.

Letters to the Editor.

DEAR SIR,—The Public Schools, it seems, are not good enough for some boys, and they leave them to attend more fashionable institutions. But it looks bad to find that one of those (so-called respectable) boys attending the well known Model School should lower himself to the mean position of *stealing* a couple of packages of foreign stamps from one of his fellow students, an act which really happened to the shame of his school if not to the thief. Let him whom the cap fits put it on.

STUDENT.

DEAR SIR,—I notice that in all the issues of the *School Bell*, or as yet in the *SCHOOL JOURNAL*, nothing has been said about the Certificates of Honor presented to those pupils whose conduct throughout the year has been uniformly good and, whose attendance to the Public Schools has been both regular and punctual. Now these certificates are to my mind what the boys would term "measly," for of all the dingy, antiquated looking things ever doomed to put people in the "dumps" they were the worst. Everybody or nearly everybody have seen these certificates, and have noticed, I dare say, how at one side stands Socrates stiff and starched looking as though one of his nearest relatives had died, while at the other side Newton is represented gazing ardently and longingly at an apple between his toes, and although his face wears a slightly brighter look than that of Socrates, yet he too looks "solemn-choly." Now I should suggest a change of scenery, and for this reason: these certificates are the same year after year and have been for such a length of time that both teachers and scholars are sick of the very sight of them. I do not think that any but the very small scholars feel any pleasure upon receiving one of these ugly stiff looking pieces of pasteboard, and I am sure that even the little ones

have no inclination to ornament their rooms with them as they would if they were got up in a more cheerful style. Of all the certificates I ever saw I think that ours is the most gloomy and dispirited looking. But let us hope that there will be some improvement made by next Christmas.

Yours, etc.,

ANN A. BOYLE,

Wellesley School.

DEAR SIR,—Another paper! Hurrah! Hurrah! What plucky fellows you are to face the world again, with another paper, after the two failures which have befallen your predecessors, the *Bell* and the paper which the Wellesley boys, some time ago, brought out, the name of which I do not know, nor did I hear anything of the paper until the *Bell* came out. But to continue, I wish you every success in your undertaking, and am glad the Ryerson has got hold of the work at last and I hope that the pupils of the schools will deem it their duty to help, support, and maintain your excellent paper, and not do as they did with the *Bell*, which I believe was nothing more nor nothing less than ruined by the pupils not subscribing and taking the interest in it that they should have done. If they had maintained the *Bell* they might have had a flourishing organ by this time, and further, I think they made a great mistake in not maintaining it, as it promised to be a paper equal to many of the papers published by the colleges. Why, look at the editorials they had, the poetry, most of which was composed by their editor and your sub, and now look at the story written by Miss Radford and published in the *Bell*, and you will agree with me that any one of these things, which I have mentioned, was well worth the nominal price of two cents charged for the paper and the perusal of every teacher, pupil and parent. But, alas! the *Bell* is gone! but, hark! now comes another paper, which is not at all behind its predecessor, and if the future issues are as well gotten up as the first one I think it will merit not only the perusal, but also the hearty and earnest co-operation of all the scholars and teachers in our public schools. Just pause for a moment and review the first issue of your excellent paper. First, look at the life of Milton on the third page, the story, and the poetry by your talented sub-editor, and then secondly, look at your editorial department and I think that any liberal-minded person will agree with me that the paper merits the perusal of anyone and the small price charged for it.

I am glad to see that you do not intend to discuss political questions in your columns, but, there is

one question that I would like you to take up and that is the restoration of the Bible to the Public Schools. This is looked upon by some as a political question, but I look upon it as a question of right or wrong, and hope that you will join hands with our genial inspector, Mr. Hughes, in the fight to restore to our Public Schools the Bible which, by some means or other, unknown to many, has been left out of the studies in the schools.

Again wishing you success in the task which you have undertaken, I am,

Yours, etc.,
KENO.

DEAR SIR,—Our daily papers have for some time been discussing the subject of public play-ground for the boys of the city. I think it is about time Mayor Clarke or some of the aldermen take this question into consideration. Crime is increasing at an alarming rate among the children of this city. On Friday the 13th inst., ten boys whose ages ranged from eight to twelve years, were brought before Col. Dennison for the serious offence of burglary, and on the Saturday following ten more were arrested, four for larceny, four for trespass, one for burglary, and one for vagrancy. The cause of all this, is that the boys, not being able to play, try to amuse themselves by getting into mischief, the results of which we read frequently in the city papers. The worthy gentlemen who compose the City Council seem to think that boys are not of sufficient importance for them to waste their valuable time in providing amusements for. They forget that the boys of to-day will be men of to-morrow. If our worthy aldermen wish the coming generation to be noted for its larger per cent of criminals of the worst type let them continue to pursue their present course. If they intend doing anything to prevent such a state of affairs they should secure the necessary land at once, before the building season sets in in earnest, or else all suitable sites will be taken up. All this will cost a large sum of money, but is it not preferable to spend it in this way, than to have to expend an equal if not a larger sum in furnishing criminals with jails and prisons to expiate their crime in, whose dark career began in boyhood, through lack of room to play in. Many boys, if they cannot find a field to play in, will do so in the streets, in defiance of the law; very often endangering the lives of those who happen to pass them, by throwing balls, or other playthings, not intentionally but for the mere object of sport. Boys who roam the streets thus, are liable to become regular roughs and a disgrace to any community, therefore let our

rulers attend to this matter, if from no higher motive than to preserve the honor of our fair city.

JUSTICE

News.

Mr. Paren says that Miss Sturrock of Wellesley School, has the best alto singing class of all the classes he teaches in the Public Schools.

The Wellesley School Debating Committees held a meeting on Tuesday April 9th. The Junior 5th committee consisting of:— Messrs Douglas, Lander, Dyke, Coleman, and Minty. The Senior committee: Messrs McCuaig, Ward, McMillan, Wilson, etc. They met for the purpose of fixing a resolution and date of a debate, between the Junior and Senior Fifth book classes. After many proposals it was unanimously decided that the resolution be on a historical subject, so that they need not go out of the way of their studies for the coming exams. The resolution proposed by A. McMillan. Resolved that the administration of Cromwell was beneficial to England, met with decided approval by the enthusiastic members and it will be argued on Friday, April the 27th. It was proposed that the School Board pay for all the broken furniture and all other damages resulting from the debate. ("Carried.")

NOTE—: This proposal it is needless to say was made by that cool headed brother of the committee who thrives under the name of Albert McMillan.

There is a petition going around in the Public Schools, and about to be sent in to the Public School Board to the effect that the 3.30 system be done away with, and a holiday on Wednesday afternoons take place in its stead.

British Authors.

OLIVER GOLDSMITH.

(Continued from last number.)

In 1759 he wrote a 'Life of Voltaire,' 'The Memoirs of a Protestant condemned to the Gallies of France for his Religion,' and the first of his more ambitious works, 'An inquiry into the Present State of Polite Learning in Europe,' which was published anonymously.

'The Citizen of the World' appeared in 1763, being a reprint of letters previously published in 'The Ledger.' 'The Man in Black' in this work is thought to represent his father.

About this time Goldsmith was far in arrears in his rent, and his landlady had him arrested. To

release himself he sold the manuscript of a novel, for which he received £60. This was the famous Vicar of Wakefield, and was published in 1766. In 1765 he wrote and published 'The Hermit,' a balad of great merit. In 1768 he wrote a play, 'The Good-natured Man,' and had it performed by the great actor of the day, Garrick. For this he received £500, and, as was his custom, lived in the most expensive style, giving parties and banquets, till it was all spent, then he had to pawn all his best clothes, his furniture, and other valuables, to provide the necessities of life.

In 1770 he published 'The Deserted Village,' a true picture of his early home and surroundings, and 'Aminated Nature,' a one-sided picture of human life.

In 1773 he wrote his second drama, and by far his best 'She Stoops to Conquer,' soon after he wrote a 'History of Rome,' 'Life of Parnell,' 'History of Greece,' and a 'Life of Bolingbroke.'

About this time his health began to fail, and increasing financial difficulties made it worse.

At this time two poems were published, his last works, 'The Haunch of Venison,' and Retaliation,—the latter a reply to the actor, Garrick, who taunted him, frequently, about the awkward way in which he spoke.

Goldsmith's fever, for such the sickness was, became worse. He owed a debt of £2000, and the inability to pay it caused mental disquietude, and helped the progress of the fever, from which he died on April the 14th, 1774, at the age of forty-six. He was buried in the ground of Temple Church, and a monument was erected to his memory in Westminster Abbey, with an inscription written by his friend Dr. Johnson.

EMMA SCHILLING.

Query.

Why is it that *certain* teachers of the city schools, while promenading with the 'adored' one of the opposite sex, invariably turn down a side street, when a pupil's familiar form looms up in the distance?

GIP.

Sad Fancies.

On the beach I was wandering at midnight,
Musing within me under the starlight,
My thoughts flew seaward, where, in the moonlight,
Sparkled the waves of that fairy-like sea.

Methought in the distance, the deep sea was angry,
A stout ship struggled in a wind oh, how stormy!
Her masts were torn out, which till now held so firmly,
That their last hour had come did the sailors agree.

Straight for the rocks the old ship was tearing,
Burden'd with sailors so cowardly fearing,
Who now cry for help, as they saw they were nearing
Those terrible breakers that stood in their way.

The lifeboat was mann'd, but it sank in the ocean,
The sailors they drown'd, with scarcely a motion;
Only one laddie had stood at his station,
Only a cabin-boy born on the sea.

With a heartrending sigh, I turned my steps homeward,
I had a son who seaward had wandered;
And many an evening I mused and I ponder'd,
When would my darling boy come back to me.

DUKE BRITTON.

Pronunciation, Indistinctness.

One great cause of indistinctness in reading, is sinking the sound of some of the final consonants, when they are followed by words beginning with vowels, and in some cases, where the following word begins with a consonant. A common fault in reading and speaking, is to pronounce the word AND like the article AN. Example:—"dog AN cat," instead of "dog AND cat." "Men AN money," instead of "men AND money." This fault is most offensive to the educated ear, if it is committed when the following word commences with a vowel of the same sound, as in the sentence: "Question AN answer" instead of "question AND answer;" or he ate pears AN apples, AN an egg," instead of "he ate pears AND apples AND an egg." In some parts of Great Britain the final is dropped, especially before words beginning with TH. The word WITH before TH is also frequently slurred in a manner which gives much indistinctness to utterance. In reading or speaking in large rooms, distinctness is secured only by the slow utterance of words, between each of which there should be a perceptible interval.

A Museum.

We, when we have nothing else to do intend starting a museum. Not one of those ordinary affair that you see in every city; but one of a peculiar character. After much thought and reasoning, we hold forth a list of the following subjects, for which we want objects supplied. Any person obliging us in this matter, can have a free admittance ticket to the museum 'when it is started.'

The subjects are as follows:

A halter for the night-mare.

A saucer belonging to the cup of sorrow.

A shaving from the bark of a dog.

A feather from the wing of a house.

A drink from All's Well.

The exact speed of a fast color.

A nail from the finger of scorn.
 The total sum of a hen's bill.
 A check on the bank of Newfoundland.
 A machine to build a railing round the brink of
 despair.
 A blanket from the bed of the ocean.
 A pair of legs from a ship that walked the water.
 The lining for the cap of liberty.
 The spool on which was wound the thread of
 life.
 A piece of bark taken from the penny post.
 A man who danced at the ball of a musket.
 Someone to collect the rents in an old coat.
 And, a knot whole projecting from a tree.

BY "BASIL DIEGO."

The Other Side.

"The words are good," I said, "I cannot doubt ;"
 I took my scissors then to cut them out ;
 My darling seized my hand. "Take care," she cried,
 "There is a picture on the other side."

I fell to musing. We are too intent
 On gaining that to which our minds are bent ;
 We choose, then fling the fragments far and wide,
 But spoil the picture on the other side !

A prize is offered ; others seek it too,
 But on we press with only self in view,
 We gain our point, and pause well satisfied,
 But ah ! the picture on the other side.

On this, a sound of revelry we hear ;
 On that, a wail of mourning strikes the ear ;
 On this, a carriage stands with groom and bride,
 A hearse is waiting on the other side.

We call it trash—we tread it roughly down,
 The thing which others might have deemed a crown ;
 An infant's eyes, anointed, see the gold,
 Where we, world-blinded, only brass behold.

We pluck a weed, and fling it to the breeze ;
 A flower of fairest hue another sees.
 We strike a chord with careless smile and jest,
 And break a heart-string in another's breast.

Tread soft and softer still as on you go,
 With eyes washed clear in Love's anointing glow ;
 Life's page well finished, turn it, satisfied,
 And lo ! Heaven's picture on the other side.

The Islands of Orkney and Shetland are not, and never have been, an integral part of Great Britain. It holds them, it appears, only as a word and disposition in security ; and the Danish Crown may at any time resume possession by discharging the bond.

As Great Britain has had them since 1468, it is not likely however, that Denmark will propose to resume possession.

DICK FOSTER AT SCHOOL.

EMMA SCHILLING, RYERSON SCHOOL.

CHAPTER II.—(Continued.)

I did not know whether to accept this pressing invitation or not.

I wanted to play, and most of all to make friends with the boys. But then I had to put my things in order, and prepare the next day's lessons. After deliberating some time I made up my mind to go.

The play-room was in the basement, underneath the dining-room and two of the school-rooms.

It was very large, with shelves on one side, filled with all kinds of things.

There were balls, bats, nine-pins, lacrosses, croquet, and lawn-tennis sets, and, from the ceiling hung two swings, which were made to fasten up when not in use.

There were nine boys down there, and they wanted me to make ten, so as to have even sides for a game of ball. It was splendid ! but that trunk upstairs, and the lessons wouldn't go out of my head. The more I tried to forget them the more they bothered me.

The game lasted till tea-time, and after that we were dismissed to our rooms, where we were supposed to stay till supper-time about eight o'clock.

I had not been in my room more than five minutes before I heard the steps of several persons in the room to the west of mine, and, as there was only one rightful occupant, I began to think something was the matter, and wondered what ?

After listening some time I heard one of the boys say in an undertone, "I guess we'd better be pretty careful, we got found out last time. We'll get into an awful row if we're caught again."

What in the world were they up to ? They weren't surely planning to raise a disturbance in the school, to gain some end ? or, worse than that, to rob the Principal's orchard ? But whatever it was it was something pretty desperate.

After that I could not study. My thoughts went constantly to what was going on in the next room.

I heard no more, I tried for some time to imagine what was taking place on the other side of the wall, but came no nearer a final decision than I was at first.

All of a sudden the bell announced it was eight o'clock, and partially broke up my reveries.

When I went out into the hall my next door neighbor peeped out, to see, I suppose, if the coast was clear, came out and was almost immediately

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 purreed homewards."

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