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THE ORILLIA HIGH SCHOOL JOURNAL

THE

HIGH SCHOOL JOURNAL.

"Kunst macht Günst."

VOL. I.—No. 2.]

ORILLIA, JANUARY, 1890.

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THE Orillia High School Journal.

Especially designed to meet the wants
of the Teacher and Student.

A MEDIUM FOR THE PUBLICATION OF
ORIGINAL POEMS, NOVELETTES,
ESSAYS AND SKETCHES.

PUBLISHED MONTHLY,
Under the Auspices of
THE HIGH SCHOOL LITERARY SOCIETY.

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MISS GEORGIE GRANT,
Corresponding Editor.

A WORD OF ADVICE.

It is an every day expression that teaching is a stepping stone to the higher professions, and no doubt this was once true, but the numbers of these at the present time passing out of the profession into others is gradually diminishing. Leaving out of view those who pass from teaching after having obtained a 3rd class certificate, the teaching profession is almost as stable as any other. This is due to the increasing difficulties of the examinations, practically excluding all those who do not intend to make teaching their life work. It at present costs nearly as much time

and toil to win a 2nd class teacher's certificate as it does to obtain a diploma as a surveyor or a dentist, whilst the examination for 1st class certificates of the highest grade is so difficult as to practically exclude all who have not talents specially adapted to literary work. If the minimum age for entering the teaching profession were raised to 21 years instead of 18 as at present, it would effectually exclude interlopers and prevent desertion and we understand that this scheme is at present in contemplation, but perhaps some of our readers may cherish a wish to try their hands at something else. To these a few words of advice may not be out of place.

Fortunes have been made out of commercial pursuits, out of land-jobbing, out of farming perhaps, but it seems to us that the most lucrative profession for a man who has had the education of a public school teacher is undoubtedly law. The enormous fees exacted by the law society for matriculation and other privileges, the compulsory attendance at a law school, the regulation to compel a continuous course of study at the peril of losing all the time spent previous to the discontinuance of legal studies. The restriction preventing law students from devoting their spare hours to any other pursuit for the purpose of aiding them financially in their course, the character of the legal profession as a close guild of the most exclusive sort, the power they have to exact enormous fees for trifling services, all result in making this profession the most lucrative a young man can pursue.

The apathy or ignorance of the public will not soon be aroused to check this aggressive and far reaching monopoly, and if it were the enormous power wielded by the profession in our legislative halls would still check any hostile legislation. So then, reader, if you have the money, take our advice and study law.

TRAINING INSTITUTES.

A training institute bears the same relation to the High School teachers as the Normal and Model schools to the public school teachers.

We cannot speak too strongly of the necessity which called these schools into being, for, before they were instituted our High school for the most part were worse taught and less ably managed than the public schools, especially where the teachers employed had not previous experience in public school work. It is not to be wondered at if these schools are not yet all that could be wished for. The methods of conducting the examinations are slovenly in the extreme, and we have known numerous instances where men of extended experience and high literary attainments have been compelled to pass an examination before a department master in neither of these respects their equal.

Again, no matter how excellent a training institute staff may be and some of them can scarcely be called excellent at all, some of the department masters will not possess powers of explaining or developing teaching methods to the teachers under their charge.

A course of lectures, we think,

should be delivered at each of these institutions by highly qualified specialists selected on the ground of their teaching ability and experience from the High school masters throughout the Province.

MODEL SCHOOLS.

From the time of the inception of these institutions until the present many varying opinions have been held and expressed as to their usefulness. It has now come to be generally believed that they form a very essential part of our educational system. One objection to them as at present constituted, is that whilst the majority of our modellites pass into ungraded rural schools, the model school itself is graded throughout, so that whilst the modellite acquires a great deal of valuable information as to teaching methods, he is entirely thrown upon his own resources in respect of the two greatest difficulties which an inexperienced teacher has to deal with, viz: classification and organization. This defect might and we think should be remedied in every model school by leaving one of the ward schools ungraded and controlled by a single teacher. The objection here raised applies with equal force to our Provincial Normal Schools.

THE APPRECIATION OF POETRY.

Poetry is read more and appreciated less than any other form of literature. This no doubt is due to the fact that the reader is carried away by the sensuous enjoyment of the composition and in consequence entirely neglects the meaning.

The flow of the rhythm, the novel and entertaining turns of expression are sufficient recompense for the time spent over a favorite author.

There is still however, another class of readers, who, in tracing the thought, lose sight of all that is peculiarly characteristic in poetical composition. The pictures painted by the poet in all their richness of coloring serve but to enforce the

meaning and are in themselves cast aside like broken nut-shells.

To few readers is given the power to appreciate in a just and proportionate degree, at the same time the excellence of the thoughts and the beauty of the garb.

No better exercise can be given to the first class of readers than the recasting of passages exquisitely poetical in a prose form. A very good exercise in this class of work will be the paraphrasing of Moore's delicate little poem, "Dear Heart of My Country," and if our readers are inclined to make the attempt we will be glad to publish the best paraphrase in our next issue.

TO OUR STUDENTS.

In this the first issue of our JOURNAL for the year 1891, we deem it necessary to address a few words to the many students who have come within our walls. We find from practical experience that all students may be classed under one of two heads. 1st—Those who have a definite aim. 2nd—Those who have not. While admitting that by far the larger number must be put under the first head, yet we cannot help saying that there are a few at least, whose sole aim seems to be, to have a good time, whose sole purpose is to do just enough work to get through the day.

With this latter class, of course we do not sympathise. They are in the prime of life and if they do not take advantage of the opportunities offered to them now, they will certainly regret it as long as they live. We are happy to say, however, that from present appearances the number in our school who would be classed under this head is very small indeed. On the other hand we know that there are many who study far into the night, and who are straining every nerve in order that they may come out successful at the coming examination. We indeed admire the pluck and extend to them our best wishes. Still we would advise them, while training their minds, not

to forget to train their bodies. To all we would say pursue the middle course. The student who does his work systematically and thoughtfully, and who interlinks along with this a regular amount of exercise, is in our opinion the one who will stand 1st at the examinations.

LANGUAGE TEACHING.

In teaching grammar avail yourself of the acquired language instincts of your pupils, e.g., in the primary analysis of a sentence, if the pupils are asked to read it, the intonation and pausing will definitely mark the division between subject and predicate, the dependence of phrases and the relation of clauses to the parts upon which they depend.

VISITING DAYS.

We cannot too carefully impress upon our readers the necessity of frequently visiting schools in their vicinity.

It will do good both to yourself and to the school visited; it will give new ideas and new life to your work, for there is no school no matter how poorly conducted from which you cannot learn something. No doubt your trustees may accuse you of holidaying but such holidays will so improve your work as to put you beyond the fear of criticism

Everything that heart could wish in jewellery, at J. B. Thompson.

If your watch needs repairing take it to Watson & McLean's. They warrant all their work.

PROF. CAVANAGH, the renowned phenologist, will remain another week at the Orillia House, Orillia. He is spoken of in glowing terms by all who consult him and many of the provincial papers highly recommend him. Pupils who wish to know what profession or business they are suited for, should not lose this opportunity of consulting him.

An immense stock of clocks, beautiful in design and reliable time-keepers, at J. B. Thompson's.

THE END OF EDUCATION.

"It is the correct thing to have a degree. It is the key that opens the door to the profession I have chosen. The course of study pursued at college and the associations of college life develop character."

The above are some of the reasons usually assigned for attending a college. Probably all persons will admit that the last is the only adequate reason. Yet there is a considerable difference between admitting a statement to be true, and being practically influenced by it. Yet few will hesitate to admit that the end which every educational institution should set before itself, is the development of character in its students. All the great men whom the world has ever seen, unite in declaring that the true aim of education is to develop the man, and not simply to increase the amount of what he knows. To increase the knowledge of anyone is found to be a valuable and indeed an indispensable "means" for the development of character, but we must carefully distinguish between the means used and the end sought. The end at which the college should aim is as we have said, to make "men" of its students, and the end at which the student should aim is to be a "man." Each day he is striving to get up his class work, and towards the close of the session he is striving to be ready for exams. This continual striving for what we have called the means, is very apt to make a student mistake the means for the end. Hence it becomes necessary for him to remember continually that the ultimate aim of all his work is, not the passing of such and such exams, but the development of the highest that is in him. One of the most ancient literatures tells us that man was made to have dominion over the animals. Let us see to it that we dominate the animal within ourselves; for the true measure of a man is not what he knows "but what he is." Not that we would belittle knowledge, far from it, but knowledge is

simply a means, a developed character is the end.

But, it may be asked, "of what moral value is a determined struggle on the football field; or the solution of a knotty problem in mathematics; or the mastery of a difficult passage in Greek?" Much. Every such effort strengthens the "will" and thus enable us to keep the body under. Every time we overcome a difficulty we raise ourselves above it, for "we rise by the things that are 'neath our feet." These efforts then teach us how to erect ourselves above ourselves, and in this chiefly lies their value as means for the development of character.

It is said that some cannibal tribes have the idea that when they eat the body of one who was strong and brave, his bravery and strength go to augment theirs. We may smile at the notion, and yet the idea is literally true when applied to education. When we master an author his mental strength goes to augment ours. And the moral value of such an effort, when it is undertaken in the right spirit, is quite immeasurable. These illustrations may help to emphasize the main thought of this article, that the true aim of every student is to make the most of the highest that is in them, not simply to increase his knowledge, but to develope himself.

PRIMARY ALGEBRA PAPER, 1890.

(1.) Find value of $m^3(c-n^2) + n^2(m-c^2) + c^3(m-n)^2 + mnc(mnc-1) + 7$.
When $n-m^2=0$ expand all but third term and arrange,
 $m^3c-m^2n^2 + n^2m-n^2c^2 + n^2n^2c^2-mnc + c^3(m-n)^2 + 7$.

Group terms,
 $(m^3c-mnc) + (mn^2-m^2n^2) + (m^3n^2c^2-n^2c^2) + c^3(m-n)^2 + 7$.
 $= mc(m^2-n) + m n^2(n-m^2) + n^2c^2(m^2-n) + c^3(m-n)^2 + 7$.
 $= c^3(m-n)^2 + 7$, since $n-m^2=0$.
 $= c^3(m-m^2) + 7$.

(2.) Find remainder when $9a^{13} + 4a^5 - 27a^5 + 1$ is divided by $a^4 + 2a^4 + 1$.

Assume $a^4 + 2a^4 + 1 = 0$. $\therefore a^8 = -2a^4 - 1$.
Substitute for a^8 in $9a^{13}$ its value,
 $9a^5 \cdot 2a^4 - 1 + 4a^5 \cdot 17a^5 + 1 = -18a^9 - 86a^5 + 4a^5 + 1$.

Substitute again

$$-18a(-2a^4-1)-86a^5+4a^5+1 = 36a^5+18a^5+4a^5+1 = 4a^5+18a+1. \text{ ans.}$$

(3.) If $x+a$ is a common factor of x^2+qx+1 and x^2+px^2+qx+1 , prove $(p-1)^2-q(p-1)+1=0$.

Put $x+a=0$ or $x=-a$. Substitute in each of the given expressions remembering that the result is obtained in each case the remainder after division by $x+a$.

$$\therefore a^2+qa+1=0. \quad (1) \text{ since the divi-}$$

$$\text{and } -a^3+pa^2+qa+1=0. \quad (2) \text{ sions are exact}$$

$$\text{Subtract (2) from (1) } a^2-(p-1)a^2=0.$$

From this we obtain $a=p-1$.

Substitute this value for a in (1), $(p-1)^2-q(p-1)+1=0$. It is obvious that we might, by substituting in (2) also prove $-(p-1)^2+p(p-1)^2-q(p-1)+1=0$ which is the second condition of the divisibility of the given expressions by $x+a$.

4 Resolve in factors :

$$(1.) 7x-42y-2x^2+9xy+18y^2.$$

$$=(7x-42y) \cdot (2x^2-9xy-18y^2)$$

$$=7(x-6y) \cdot (2x+8y)(x-6y)$$

$$=(x-6y)(7-2x-3y)$$

$$(2.) x^6-8x^5+3x^4-x^3-8 = (x^3-x)^2-8$$

$$=(x^3-x-2)(x^3-x+2)$$

$$=(x-2)(x+1)(x^2-2x^2+3x^2-2x+4)$$

CORRESPONDENCE.

MR. EDITOR,—I heartily congratulate you on the first issue of the HIGH SCHOOL JOURNAL. It came to me to-day and I have read every item in it—even the advertisements, which were not without interest, as I found in them the names of three old class mates. If I were not a clergyman I should like to have my business card in such good company. I was one of the first boys at the High School and shall always take a lively interest in all that goes on there. Please enter my name as a subscriber to the JOURNAL, and may your new literary venture be crowned with success. Yours very truly,

C. SCADDING.

Middleton, N.Y., Dec. 10th, 1890.

[The above is one of a number of such letters received by us and we desire to express our thanks for the kindly encouragement.]

THE largest and best stock of spectacles in town at Watson & McLean's. Prices low.

A larger stock of watches than ever, at J. B. Thompson's.

The Orillia High School Journal.

ORGANIZATION OF LITERARY SOCIETY.

The O. H. S. L. Society met for re-organization on Friday, Jan. 16, when the following nominations were made:—

Hon. President—Mr. Ryerson.
President, Mr. Waugh.
1st Vice President—Mr. Claxton.
2nd " " —Mr. Huff.
Treasurer—Miss B. Kean.

These were all elected without opposition.

For Critic { G. Lawrence.
 { C. Calverley.
Secretary { Miss G. Grant.
 { F. Steele

COMMITTEE.

<i>Blues.</i>		<i>Reds.</i>
Miss E. Venner.		Miss K. Beaton.
" F. McLean.		" M. Dack.
" S. Robinson.		Mr N. Gray.
" M. Langmann.		Miss F. Northway
" J. Fraser.		Miss M. Northway.
E. Claxton		C. Begg.
A. Thomson.		A. Slaven.

As will be seen by the above the contestants have divided into two parties.

On Wednesday next a public meeting will be held, when the different candidates will have a chance to discuss the points at issue.

On Friday, Jan. 30th, the 1st regular meeting of the society will be held in the Assembly Hall at 3.30. The public of the town are cordially invited to attend.

LITERARY NOTES.

Recently elected officers of the Literary Society in addition to those given above are:—

Miss G. Grant, Secretary.
Mr. Calverley, Critic.
Messrs. Thompson, Gray, E. Claxton, and Misses Langman, M. Northway, E. Venner, F. McLean, *Committee.*

Now is the time to send in your subscriptions for the High School JOURNAL. Address Miss Georgie Grant, corresponding editor.

PERSONALS.

Apes vendidit.

Edwin thinks cloth has gone down. Christopher Columbus Cavanagh. ALECK Steeles into his classes now and again.

The High School court, inaugurated Kal. Jan. 2643 A.M.C.

Our High School girls have two Bowe's at any rate this term.

It is rumored that Cortingham will get blacker during the year.

The High School has an additional Furness, said to be pepper-proof.

The elephant and baby elephant are raising a storm among the B's.

Find the difference between C³ and B.C.—K. ? One has a red head and the other has his head read.

WHIN I'm sittin' on my own door step enjoyin' my avenin' segar I'll allow no man to wipe his fate on my whiskers.—M-D-n-h-e.

THE LATE A. D. KEAN.

Most of our readers can remember seeing a young man of about 28 years of age with a complexion fairer than is usual for his sex, bright, piercing eyes, a sensitive mouth and hair almost flaxen, whose genial social qualities charmed his friends while it disarmed his foes. The light elastic rapid step and a habitual earnestness of demeanor were outward signs which told of an ambitious and energetic spirit. He had risen within the few short years in which he was permitted to adorn the profession of his choice, from the position of an obscure country attorney to that of the first lawyer in the land, and when the fatal accident which happened on the 9th of January, 1889, desolated the home of one of our most respected citizens and left a young wife a widow, our town did every reverence to his memory and both local and provincial press heralded the tidings that A. D. Kean had gone to join the great majority.

After a distinguished career in the public schools of our town, he entered the Orillia High School. He was

distinguished there by a versatility of mind a keenness and quickness of discernment which at once placed him among the foremost boys in the school. Endowed with an almost morbidly sensitive nature, he had the keenest sense both of his own personal dignity and of the respect due to the feelings of others.

After matriculation into the law society, he entered the office of Wm. Lount and during the period of his service there, he gained golden opinions from a superior who, it is needless to add, was and is one of the first of his profession.

His keenness intracing out a chain of evidence; his ready discernment of a flaw in the case of an opponent, and above all an enormous faculty for collecting and digesting authorities bearing on the matter in hand, were not long in bringing him into prominence and in securing for him the flattering opinions of the judges of the higher courts. He was endowed with a phenomenal amount of perseverance and often when midnight had covered the town with gloom, his lamp shone bright and clear. It might perhaps be said that in the last few years of his life at least, he never spent an idle hour. The treasures of a costly and carefully selected library were thrown open to his friends. His hand upheld many a good and noble work, always without ostentation and the memory of kind words spoken, and good deeds done by him will live green in the memories of some who shall have now forgotten the greatness of his well-deserved legal reputation. In closing this necessarily short sketch of a short and brilliant career we have only to add that among all her sons, Orillia High School has no name of which she may be more justly proud.

IMPORTANT TO TEACHERS.—Call at the Model Tailor Shop when you come to Orillia and get a nobby suit of professional clothes. We make the best. A large stock of the finest tweeds and worsteds in Canada. 10 per cent. off to the profession.—E.F. COOKE & Co.

LOCAL ITEMS.

One of the pupils had the misfortune to sprain his arm severely at the gymnasium on Monday.

We understand that it is the intention to introduce some ornamental drill movements in addition to the ordinary marching exercises in the High School.

This term has brought us back a number of old pupils who have been teaching and are with us again for a "second."

Mr. Geo. Lawrence is working away vigorously at Latin and Greek in his course of preparation for the Methodist ministry.

Jas. Bowe is the best all round athlete in the school. He has taken the gymnastic option in preference to science or language.

There is a proposal to decorate the stage in the Assembly Hall by the addition of a handsome scene at the back, of a pillared hall in perspective.

We congratulate the town on the addition of Messrs. Tudhope and Mainer to the Public School Board. We believe that they will justify the confidence reposed in them by the public.

OUR LITERARY SOCIETY.

In another column will be found an account of the re-organization of our Literary Society for the year 1891. This society has been in existence for the past five years, and the members of the new committee enter upon another term with the determination of making this one the best in its history.

On Monday evening, January 26, a public meeting was held for the purpose of discussing matters affecting the interests of the society. The President in a few preliminary remarks pointed out the necessity of devising some means by which the coming instalment on the piano should be paid. He mentioned the

fact that the Agnes Thomson Co. had offered to come and give a concert on condition that they should be given 70 per cent. of the proceeds. Various opinions were expressed as to the propriety of engaging this company. It was pointed out that at the highest estimate the society, by the terms of engagement offered, would not realize more than \$20 or \$25, and that it would be necessary to have another entertainment in the spring in order to liquidate the debt on the piano and that it would be better to defer the holding of a school entertainment until later in the year.

The next question that was bro't forward and thoroughly discussed, was respecting those who should be asked to take part in the proposed entertainment. The objection that has been urged against past entertainments is that they attract the attention of those pupils who are preparing for examination from their studies.

In view of this objection it was moved by Mr. Huff, that no pupils proposing to go up for examination this year should take part in the entertainment.

Mr. Claxton pointed out that this would exclude the school calisthenics and gymnastics, and Mr. Huff with the consent of his seconder, Mr. Begg, framed an amendment to meet the case.

A spirited discussion then took place in which Mr. Calverley urged that some of the best talent was in the higher and certificate grades of the school. Cutting these classes out would depreciate the character of the entertainment; that such an entertainment would not properly represent the best efforts of the school; that the public were led to expect a high class entertainment in which the school pupils were to take part; that such an entertainment should be given; to select to any extent outside talent would be in a measure to break faith with the public. He did not believe that if a judicious selection were made

the chances of success at examination would be materially diminished. President referred to remarks made by the local press, which he said should be considered in voting on the present question.

The motion was then put to vote and declared lost almost unanimously.

THE FLAG ON THE SCHOOL HOUSE.

The public schools are to have a grand gala day for the raising of the flag. A large number of pupils from Penetang, Midland, Barrie and other places are expected to come and witness the ceremony.

We have more than once expressed some little want of faith in this flag-on-the-school-house loyalty. To our mind it savors of spread-eagleism and a desire to ape our American neighbor.

Of course if this sort of thing will really conduce to the formation of a healthy national sentiment we shall have no objection to go the length of sending for a sample copy of the patriotic song book now in course of publication and shall even endeavor to commit a few of the simpler melodies to memory.

We have the less objection to this patriotic scheme as we understand that the architect has expressed the opinion that the flag will not materially impair the solidity of the masonry in the West ward school.

THE clothes make the man, and we are the men that make the clothes. We have secured the services of a fashionable city tailor, who will be glad to show you our stock, 10 per cent. off for teachers.—E. F. COOKE & Co.

PROF. CHAMBERS, of the Women's Medical College, spent the afternoon of Friday with us at the High school.

If you have a difficult watch that needs repairing, take it to J. B. Thompson, the leading jeweller,

THE HIGH SCHOOL COURT.

In the first week of school, one day
A wonderful event
Took place, of which the pupils all
Asked what was the portent.

A page out of a scribbling book
Was stuck upon the wall,
A meeting of the High School court,
Immediately to call.

Among the officers of court
The first illustrious name
Was that of Calverley, the judge,
Who gets there just the same.

Ed. Clifton is the first Q.C.,
And although he did not
Succeed in winning the first case,
His name won't be forgot.

Sip Kennedy's another one,
And his familiar face
Will as of yore, still beam with joy
When'er he wins a case.

The next upon the famous list,
Is Walter Lundy's name,
In summer on the football field
He earns the greatest fame.

Next come our valiant constables
Who take the greatest care,
To bring into safe custody
As many as they dare.

Fowlie and Beatty, though they've not
Attained to great renown,
Will, if they do as well as Steele,
Be famed throughout the town.

A name which everybody knows,
Is that of Colin Begg,
'Twas he who at the last debate
Took Barnhart down a peg.

Does it not strike you reading this
Long list of famous men,
That the High School is pretty safe
If it does not, why then
You cannot know their stirring worth,
Nor what great deeds they've done,
For these the men of our high court
Are just the ones to hold the fort
Against the most atrocious sort
Of villains 'neath the sun.

By a Pupil.

COST OF SECONDARY EDUCATION.

The question of how far the state should assume the cost and responsibility of secondary education is daily becoming more pressing. The public school inspectors are clamorous in their demands for what they consider a more equitable apportionment of the educational fund. Many citizens of our town, too, seem to hold the opinion that High School pupils should pay more and the gene-

ral public less for their education. Those who take the extreme view, and there are a considerable number, claim that the state has no right to provide for High School education at all; although some of these latter take the curious ground that state universities should still be supported. Our space forbids us entering into the discussion at any length, we only desire to make the suggestion that the efficiency of the public schools is dependent upon an excellent High school system such as the state alone can maintain, for it has been demonstrated that secondary private schools are inefficient in almost exact proportion to cost of attending them. To have good public schools we must have good teachers, to have good teachers we must have good High schools, and it is well known that almost half of the high school work lies in the preparation of public school teachers. If on the other hand our public school teachers were prepared at expensive private schools the cost of education would increase the salaries paid public school men, whilst it diminished the numbers from which to select.

Again, in a land where the barbarism of caste superstitions is almost unknown, where the educated and the uneducated are on a footing of equality in the every-day relations of life, secondary education is of advantage not only to the high school graduate but to the community at large.

Will Visit Orillia.

The people of Orillia and vicinity will be pleased to learn that Dr. Jebb, the renowned Optical Specialist, who had such remarkably good success with very difficult cases will again visit Orillia. Dr. Jebb's reputation as a successful Optician is too widely known to make further comment. He will be at the well known jeweller store of J. B. Thompson on Tues. Feb. 3rd, and remain till Sat. Feb. 7th, where he will examine the eyes and test the sight, free of charge. d.w

MR. JNO. LOWES, has after a prolonged absence, returned to this seat of learning.

QUERIES AND ANSWERS.

M.K.—Are teachers allowed visiting days under the present regulations? No. They are not allowed any except for the purpose of attending Teachers' Institutes, but as we have elsewhere stated they would be benefitted by taking a day occasionally for this purpose.

C.A.—Is a teacher allowed to keep pupils after 4 o'clock as an imposition? No! But the general usage sanctions the practice to such an extent that we do not think a teacher could be cashiered for so doing.

ANNIE.—What means would you adopt to cure a stubborn boy? Write again and tell us the cause of the stubbornness. In most cases do not notice it at all unless it is actually aggressive. What is taken for a passive form of stubbornness is often nothing more than an inability to comply with the order given. Be careful not to make a nervous pupil into a stubborn one by harsh treatment.

MUSKOKA.—Do you think it advisable under any circumstances to punish a whole class of pupils? Most certainly not. Select the most actively mischievous or the laziest; but do not run the risk of losing the sympathy of your school by harsh general punishments.

CHARLES K.—A parent insists on withdrawing his little girl from school after recess in the afternoon on Mondays and Thursdays, her music lessons coming at that time. What shall I do? You could we think object to receiving her altogether on the days mentioned, but it would be injudicious to do so. Explain the matter to the parent, show him how much it hinders the pupil, point out the inevitable consequence of de-gradation at the next examination and we think he will try to arrange the hours so as not to conflict.

ROMANCE OF AN ALIAS.

The sleigh-bells rang merrily on the clear frosty air, as Allan Harman hastily drove to the depot to meet his old college chum, Jack Alliston, who was coming on the late train to visit him in his home in Allenville. And he was none too soon, for just as he drove into the station yard, a distant, hoarse whistle sounded, growing louder and clearer every moment till with a roar the red-eyed monster dashed hissing and puffing into the station dragging its serpentine lengths after it.

Then what an uproar there was—noisy porters and cab-drivers struggling for mastery in the din—but out of the midst of it all, Allan soon rescued his friend, a tall, well-made young fellow in a cape-overcoat and cap, and soon they were skimming over the snow homeward.

The first mutual greetings over, and eager questions answered, Allan remarked, "I say, Jack, I want you to agree to something."

"But I must know what it is first," said Jack, cautiously.

"It's a kind of joke," said Allan. "You see, I have always been singing your praises at home, and one day, Nell, my sister, said to me, 'Allan, I wish I could meet this paragon of men without knowing who he was, and so see just how perfect he really is.' So I suggested to father and mother that I introduce you to Nell as John Gordon, instead of John Gordon Alliston, just for the fun of the thing. Will you agree?"

"Oh," said Jack, with an embarrassed laugh, "that's kind of hard on me, isn't it? Yes, I'll agree, on condition that you let me know your sister's verdict afterwards when you discover my identity to her, for it does a fellow good to have his faults pointed out to him once in a while."

"Faults?" said Allan, with a mild uplifting of the brows, "do I hear aright? My dear Jack, you force me more and more to the conclusion that you are that *rara avis*—a

modest young man," which remark Jack treated with the silent contempt it deserved.

On their arrival at the house, Jack was ushered into the cozy sitting room and formerly introduced to Mr. and Mrs. Harman and Eleanor as "my friend, Mr. Gordon," receiving a cordial welcome from all. A pleasant half hour of conversation ensued in which Jack won the hearts of all by his bright, lively, yet sensible talk and winning manner. From his half shaded corner by the grate Jack could hear Eleanor perfectly, while almost entirely screened from her view, and made good use of his opportunities, for Allan had often spoken to him of his little invalid sister, and he was naturally curious to see what she was like.

He saw a face almost entirely colorless, out of which looked great fathomless eyes, wearily. Now and then the curly dark head was raised in sudden interest, as the conversation went on, and the face would sparkle for a moment, then relapse into the old, pathetic, tired look, and the slight little form in its rich crimson wrapper, would sink back into the great easy chair which almost hid it from view. Jack felt a great rush of pity come over him and he mentally resolved to do his best to give her pleasure during his visit. Of books and music, Allan had said, she was passionately fond. So many an hour he contrived to spend in her society—hours which, before he knew it, became indispensable to him—finding her well read and original in conversation, indeed, more than once Jack found himself beaten in argument by Eleanor's quick vivid retorts. But his ruffled feelings were always soothed afterwards by the sweetest of music.

Now, what could be more natural than that these two should fall in love with each other, which they certainly did, and moreover Jack told Allan about it one day and expressed his wish that Nell should know who he was. In his secret heart he was

more than a little afraid of Nell's coming wrath when she found out Allan's "little joke."

However, that afternoon Allan met Nell in the conservatory, and after a few remarks on her lately improved health, launched forth one of his old loudatory remarks about his college chum, Jack Alliston. "Allan," said Nell suddenly, "how is it that you have never spoken to us of Mr. Gordon before he visits us? I think," she continued, with suspiciously rosy cheeks, "that it would be hard for even your paragon Mr. Alliston, to be nicer than he is."

But to her surprise, Allan broke into a loud laugh.

"I say, Nell," he began, "do you remember ever saying that you wished you could meet Alliston without knowing who he was, and so behold his numerous defects with unblinded eyes?"

"Yes," said Nell, hesitating for a moment as a glimmer of the truth dawned upon her. "Oh, Allan, you don't mean that Mr. Gordon—" here she paused and gazed blandly at Allan.

"Is Jack Gordon Alliston? Yes, I do!" said Allan, going off into another fit of laughter. "You see, you have had your wish, and have confessed that he is a good sort of fellow after all, eh Nell?" he asked with much fraternal solicitude. "And see here, Nell, he is growing tremendously fond of you—" but here Allan perceived that he was addressing his remarks to a neighboring row of flower pots, who did not look very interested, while Nell was nowhere to be seen.

But not long after, Jack announced to Allan that he was coming back next summer to take Nell away with him "to travel for her health," as he casually remarked.

However, happiness being a great conducive to health, Nell improved rapidly, and from last accounts will soon be quite strong, though if you were to suggest to her that she would not need to travel now, she would be highly indignant.—Rex,

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