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CANADIAN PACIFIC

TRANSCONTINENTAL TRAVEL

DISCIPLINE IN THE SCHOOL

Address of President J. S. Howe
at South Grey Teachers'
Convention Oct. 17.

LADIES AND GENTLEMEN:
To me it has been a difficult task
to decide upon a subject for the
President's address in connection with
our Institute to-day. I have also
confronted with the knowledge
of my going to say what has
been frequently heard before. Be that
as it may, I have not refrained from
incorporating in my address ideas
discussed at former sessions of this
Convention, for after all if a statement
by any good at all it can bear repeating.

The subject I have chosen, "School
Discipline and School Management,"
is an old one and has many times
claimed our attention. I have decided
to say a few things about it to-day, not
because I know so much about it, but
for the reason that I think that possibly
some of the suggestions which I
shall give may be beneficial to the
younger teachers at least.

Discipline is the first item that
claims our attention, and it is an all-
important item. It lies at the very
foundations of our labors, and unless
we have right views and adopt right
measures on this point it will be use-
less for us to hope for success in
teaching, for without good discipline,
there can be no truly successful teach-
ing. One may be able to govern a
school and yet not competent to teach
the same; but he cannot, in the high-
est, true sense, teach a school unless
he can also govern it. True teaching
implies perfect discipline. But you
may ask what I mean by perfect disci-
pline. I say, negatively, that I do
not consider it to consist in rigid and
upright positions, in exact and un-
derstanding movements, nor in con-
strained looks. I say, positively,
that I consider that school, in a good
state of discipline, in which the pupils
attend to all their duties, perform all
their movements, and regard all the
requirements of the school with cheer-
ful alacrity and with an evident and
constant desire to co-operate with the
teacher, studiously and pleasantly
refraining from every act, which may
tend to disturb the teacher or the
school. The best governed are they
who seem to be ungoverned, leave by
the inward desire to do right, and the
best disciplinarians are they who
govern without seeming to govern. If
we would succeed, we must not attempt
to govern too much, we must lure our
pupils into the right path by kindly
words and friendly acts, and thus gain
that perfect control over them which
we should possess, and at the same
time have their obedience, cheerful
and prompt.

In the first place we must govern
ourselves. Unless we can exercise a
good degree of self-government, we
can hardly expect to govern others.
It will not always be an easy matter for
us to exhibit perfect self-control, but
we must aim to do so, and if we can
succeed in so governing our own
feelings as never to appear angry or
annoyed we shall have no difficulty in
governing our pupils. I do not mean
that we should be entirely regardless
of the conduct of our pupils, but merely
that we should not allow their errors
to cause us to lose our patience by
exhibiting such sudden ebullition of
passion.

2nd—Let circumstances modify our
views of order and our plans to secure
it.

Some teachers form a certain view of
discipline, and certain undeviating
plans for securing it. With them,
attending circumstances have no in-
fluence. The act is judged in and of
itself, entirely independent of the
motives which led to it. This, of
course, must be wrong. If we would
govern successfully and justly, we
must study all the particulars bearing
upon a transgression. Sometimes an
act, in itself wrong, may be divested of
all actual wrong when the circum-
stances are duly considered. In a
certain school, for example, a boy of
very orderly deportment and studious
habits, suddenly whistled, no less to
his own astonishment than that of his
teacher. He was called out by his
teacher and asked if he had whistled,
when the frightened lad exclaimed with
all modesty of heart, "No, Sir, I didn't
whistle, I whistled myself." The little
fellow had been so intent upon his
lessons, and perhaps so delighted at
overcoming some difficulty, that forget-
ful alike of time, place or circum-
stance, he expressed his joy by an
unpremeditated whistle. That the
school was interrupted was obvious, but
no sensible teacher would deal with
such a lad as he would with a culprit.
Precisely such an interruption would
seldom occur; and yet pupils will often
be guilty of deviations in act when the
motives are entirely correct. Study,
then, very carefully to discriminate
between a willful wrong and an un-
intentional error. Only a bad pupil
can be guilty of the former, while a
very good one may be of the latter.

3rd—Do not talk too much or too
loud.

4th—Insist upon prompt and exact
obedience.

"Be sure our requirements are reason-
able and right, and then let us not be
satisfied with anything short of an
implicit, exact and prompt obedience
to them. There is an unwilling,
hesitating compliance with regulations
which is little better than downright
disobedience. Indeed, it is often more
annoying, from the difficulty of meet-
ing it. Positive and direct refusal, to
obey orders we know how to deal with;
but a half-way obedience, a sort of
attempt on the part of the pupil to
compromise by meeting one-half way,
may sometimes seem to lack definite-
ness. But it really has a point and
must be met without hesitation. Let
us then impress upon the minds of our
pupils that we make no difference
between an act of disobedience and
obedience reluctantly and sullenly
rendered. In some cases the latter may
be worse.

5th—Never promise what you cannot
perform, nor that which it would be
wrong or unreasonable to perform.

Very young pupils will readily dis-
cover if we err in this particular. My
earliest school recollections are of a
"school ma'am" who threatened to cut
off the ears of her pupils if they did
not sit still. Child as I was, I thought
she meant what she said, and with
almost breathless stillness I kept my
eyes for the entire first day in a fruitless
search for the ear-shortening imple-
ments. However, after hearing the
threat many times repeated, and find-
ing my own ears unharmed, I concluded
that the teacher was uttering idle
threats, and I lost the respect for her
that I first had. It was soon ascertained
that she said what she did not mean,
and then her words fell upon our ears
as the idle wind. Let us then study to
verify our words by our acts, and also
study to have both words and acts
consistent and right.

6th—A particular offence does not
necessarily call for the infliction of
specific punishment.

All attendant circumstances should
always be taken into account in decid-
ing upon disciplinary measures. A
course that would be highly salutary in
one case, under one set of circum-
stances, would prove far otherwise in
another case, and under other circum-
stances. A certain physician once had
as a patient an Englishman. The
disease was fever. He allowed the
patient to partake frequently of
chicken-broth. The sick man was
restored to health; and the doctor
wrote in his note-book, "chicken-broth
is good in case of fever." His next
patient was an Irishman, and the
disease fever. He was allowed to partake
of chicken-broth, and died. The
next memorandum in the note-book
was, "Though chicken-broth is good
for an Englishman in case of fever, it
will kill an Irishman." From this we
learn a lesson in discipline, viz., to
study to adapt the mode of discipline
to existing circumstances and peculiar-
ities, and we must never feel that the
same means will always produce the
same results.

7th—Cultivate habits of neatness and
courtesy as Helps in Discipline.

If we can so inspire a boy with feel-
ings of self-respect, that he will always
enter the school-room with his person
and apparel in a neat and cleanly con-
dition, we shall at the same time create
within him a desire to regard the rules
of the school. If, in addition to this,
we can induce him to regard the rules
of propriety and courtesy in his man-
ner and conversation with others, we
may be quite sure all else will be right.
A courteous pupil will, almost as a
matter of course, be an obedient and
attentive one.

8th—Never Scold.

While there is undoubtedly a great
deal of virtue in a good whipping prop-
erly administered, it is generally con-
sidered objectionable. But scolding
is much more so. If we speak in fret-
ful and fault-finding tones, our pupils
will soon lose all respect for us, and
they will, to a great extent, partake of
our spirit. In such things, "like pro-
duces like." Mild and pleasant tones,
combined with a firm and determined
manner, will, in most cases, secure the
desired result.

9th—Never attempt to frighten a pupil
into obedience.

Colds

How will your cough
be tonight? Worse, prob-
ably. For it's first a cold,
then a cough, then bron-
chitis or pneumonia, and
at last consumption.
Coughs always tend
downward. Stop this
downward tendency by
taking Ayer's Cherry Pec-
toral.

part a willing and prompt obedience to
the higher powers. Remember always
that

The mind, impressionable and soft, with case
limbs and copes that she hears and sees,
And through life's labyrinth holds fast the clew
That destruction gives to fate or truth.

10th—Be kind.

The lowering frown he will not bear;
The ardent spirit will not brook
The stinging tooth of sharp rebuke.
Those would not send the restless steed;
To calm his fire or check his speed;
Then let no angry tones be heard,
Speak not to him a bitter word.

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Ladies \$1.50 Slippers for 59c.

\$8.00 SERGE SUITS FOR \$5.00.

\$1.00 "CHILDREN'S" BONNETS FOR 25c

20 dozen Women's Wool Hose, extra heavy ribbed,
in sizes 8, 9, 10, made from pure wool yarn, splen-
did for boys or girls school wear or for over stock-
ings, regular value 40c, on sale this week at.... 25

25c WOOL SOCKS FOR 15c.

50c FELT SLIPPERS FOR 25c.

\$1.75 TIN BOILERS FOR \$1.10.

50c SHAVING BRUSH FOR 5c.

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J. H. Stephenson, OPTICIAN AND JEWELER, MARKDALE.

Wanted

We would like to ask through the columns of your paper, if there is any person who has used Green's August Flower for the cure of Indigestion, Dyspepsia and Liver Troubles that has not been cured—and we also mean their results, such as sour stomach, fermentation of food, habitual constipation, nervous dyspepsia, headaches, respondent feelings, sleeplessness—in fact, any trouble connected with the stomach or liver? This medicine has been sold for many years in all civilized countries, and we wish to correspond with you and send you one of our books free of cost. If you ever tried August Flower, try one bottle first. We have never known it fail. If so, something more serious is the matter with you. Ask your oldest druggist, G. G. Green, Woodbury, N. J. Sold by W. Turner & Co., Markdale.

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