

uage nor religion), and are as stated above retrograding in all that pertains to civilization? If only schools could be established in each village on this plan : each village to have a two-roomed school with a properly qualified German teacher (from Germany) in one room, with a certificated teacher of English in the other, it would not be long before the Mennonites would show our English settlers a thing or two worth seeing (for my experience shows me that they are as capable as the English speaking people and far more persevering).

It seems hard to go against a rooted religious doctrine such as that which debars these Old Coloniers from having district schools. Yet the man who brings about or even compels such a state of affairs as I mention above will do our country an enormous favor. Unborn generations will rise up and call him blessed.

One or two other points in Mr. Lerew's article may be touched on. He says: The French Canadians of Eastern Ontario and the Maritime Provinces speak English as well as the English do. They have certainly, then, made most phenomenal advancement since I lived near them ten years ago. Their English was then fearful to hear, and their French patois was as different from written French as the Mennonite dialect is from written German. In fact, it seems to me that any argument for the discarding of German on the grounds Mr. Lerew gives will apply equally to discarding of French. As for the teaching of grammar, it does not apply to the German schools at all, as the German teachers teach but little English grammar (by rules, &c., I mean) in any grade.

For a full essay on this method of teaching languages by rules of grammar write to Academie De Brisay, Toronto. Any teacher wishing to learn further about the Mennonite people can consult these books, "The Mennonites," by J. F. Galbraith (write to Morden Chronicle for it); "Mennonite Faith and Doctrines," by Yohan Horsch (published by the Mennonite Book Concern).

A SUGGESTION.

Possibly there are no teachers of graded schools in the province of Manitoba that have not experienced difficulty in getting at the figures for the annual report. The difficulty arises from the fact that many names occur twice or perhaps oftener on the register sheets for the year, owing to the promotions from grade to grade. There are two dangers, duplication, and the omission of part of the annual attendance of a pupil. To avoid these dangers, a good many hours of labor are required. The following plan, we believe, would do much to obviate these difficulties :

Let each teacher be provided with a number of blank cards on which could be entered the name, age and grade of each pupil as soon as he enters. Let there also be spaces for entering the attendance for each term, and the total attendance for the year. When a pupil is promoted from one room to another the card of each pupil promoted could be handed to the teacher receiving him. On his card would be marked the days' attendance in the room below.

A count of the cards at the end of the year would show the total enrolment for the year, without the danger of duplication. Then it would also be a simple matter to classify the cards for the numbers of males and females, and for the