Continued from page 1, de of knowledge. Use of language, not its philosophy, is required.

I shall now speak particularly of that form of composition or language training, which pertains to the primary classes. Under the mental process, one has, first, to acquire knowledge; secondly, to enlarge upon or classify that knowledge, and to unite it with what is already known; and thirdly, to express it in language, either spoken or written. This is classi, jed as oral or spoken oomposition, for or written. This is classified as oral or spoken composition, for which the pupils have made some preparation, by having their attention drawn to some particular object. For example; suppose we have a class of children, whose average age is from six to eight years, such as are found in our first or lowest. age is from six to eight years, such as are found in our first or lowest class. The teacher takes up some object, let it be a book for example, the children look at it. The teacher then asks them to mame this object; tell what it is made from; he questions them upon its color and the various kinds and sizes of books. Having finished with this object, the teacher then takes up a pencil, and Having finished with this object, the teacher then takes up a pencil, and holding it up to the gaze of the pupils, asks a few simple questions with regard to its especial use, and the different materials from which it is made. The knowledge impartate the smaller by the teacher in ed to the pupils by the teacher using such objects as are constantly before the eyes of the pupils, soon leads on to any number of other subjects, at the same time, always increasing their knowledge of things in general. The teacher, according as the pupils express themselves on the subject in question, should write each sentence upon the board. If a sentence be not correctly expre have some one express it better. Con-tinuing in this manner, sentence fol-lows sentence, until there is now a fows sentence, that the children reading lesson. After the children are sufficiently advanced, and are able to do so, they should write able to do so, they should write on their slates or on paper what they know of the subject that has been presented to them. When pu-pils have become thoroughly ac-quainted with this method, and are quainted with this method, and are capable of expressing their thoughts in an intelligible manner, they should now be taught the correct arrangement of words into sentences. In the higher grades or classes where the pupils are more proficient in the various class studies, this subject becomes all the more important on account of the fact that, coupled with our instructions must be taught the logical and grammatical structions. the logical and grammatical stru-ture of the English sentence.

Beginning with the proper ar rangement of words into sentences, pupils should be thoroughly drilled upon such exercises as will enable them to distinguish, without difficulty, the ordinary relations that words bear to each other. In the exercise of sentence building or construction, the pupil might be given a list of names of objects, and requested to make a written or oral statement 2-bout each of the objects named. Having completed this exercise, the pupils might then be requested to change each sentence, from declarative to interrogative and from declarative to interrogative and exciamatory. A large proportion of the elements of sentences are single words, but combinations or groups of words. The pupils who learns to correctly determine elements of a sentence must, therefore, learn the force of these binations before he separates them binations before he are minto the single words which compose them. This system cannot be successfully pursued without requiring the pupils to construct repeatedly the various forms of sentences and elements of sentences. As a sentence is the expression of a thought, the elements of expressions for the elements of thought, the pupil who is taught how to separate a sentence into its elements, is learning to analyze thought. The relations between dif-ferent forms of expression are seen for

actice in composition. The sen-ace is the point of departure. Rules a never to be committed to me tence is the point of departure. Rules are never to be committed to memory before their meaning has been clearly understood by the objective study of sentences. It is entirely proper and in accordance with actual experience, that certain definitions should be taught to children, as they progress in their studies. as they progress in their studies. But if rules are memorized by pupils, without being thoroughly understood, their application will be more or less mechanical and therefore bar-

or less mechanical and therefore bar-ren of results.

But grammatical analysis is a very different thing. It not only exempli-fies in a simplified manner the dif-

A Magic Pill.—Dyspepsia is a fee with which men are constantly grappling but cannot exterminate. Subdued, and to all appearances vanquished in one, it makes its appearance in another direction. In many the digestive apparatus is as delicate as the mechanism of a watch or sojentific instrument in which even a breath of air will make a variation. With such persons disorders of

ferent rules of syntax, but is also a critical investigation into the logical structure of sentences. It cannot be committed to memory as the ordinary rules of grammar, but, on the contrary, is a direct exercise of all the logical faculties. With these leading purposes clearly in mind.

S. ISL Bridget, V. Ab.

Fourth Sunday after the Fell. the logical faculties. With these leading purposes clearly in mind, we should now be ready to outline a practical class-room method; bearing in mind the statement of a well-known authority on English language teaching that "The sentence is the point of departure, and the method should be both analytic and synthetic." The old method of teaching would give definitions at synthetic." The old method of teaching would give definitions at once and have them committed to memory, followed by exercises and practice in picking out the different parts of speech. The sounder and more modern method suggests that, the parts of speech should not be defined at all until their office in the sentence has been discovered by the analytic method. Following the suggestions of Mr. Fitch in his "Lectures on Teaching," we draw from a class of pupils a group of simple statements, such as: The dog barks; The child writes, etc. In amalyzing these simple sentences these simple sentences, we discove that two essential things are neces sary to the expression of the plest thought: 1st, We must something to talk about; 2nd, must have something to say. union of these two things in expression of a thought, we call a sentence. That which we talk about is called the subject of the sente is called the subject of the sentence, that which we say about the subject is called the predicate. In short simple sentences of this nature, the subject is usually the name of some person, place, animal orthing and such therefore, a noun is the name of some person, place, animal or thing, and may be used as the subject of a sentence. The predicate of a sentence is that which is asserted of the thing denoted by the subject, and is called a year, that is serted of the tuning denoted by the subject, and is called a verb; that is, apply to said town; confirm, in so a verb is an asserting word and far as may be useful, By-Law No. 6 relating to loans to be made, and every complete sentence. By adopting this method of developing senquired by the Cities and Towns' Act, son for themselves, you can easily lidity of the by-laws, resolutions and perceive the advantages to be gained other acts made by the council or thereby, and is a very different thing inder its authority, since the muniform the old method of giving the from the old method of giving the definitions at first, and requiring them to be committed to memory. Taking our original group of statements, and adding modifiers, we have The large dog barks for instance: fiercely; the little child writes well fiercely: the little child writes well. Having thus introduced the adjective and the adverb, we are then in a position to develop the definition of these two parts of speech. By continuing this illustrative method of teaching the different parts of speech, the pupil will soon perceive the value and power of each part, as it is introduced into the sentence. as it is introduced into the sentence, and will also obtain a clear idea of declarative, interrogative, exclamatory, and imperative sentences, both simple, compound and com-

plex. The expansion of the adjective and of the adverb into phrases, together with the use and definition of the preposition, sub-ordinate conjunc-tions and relative pronouns are now of prime importance. If the adjective has been thoroughly understood, adjective phrases and clauses should seem a natural outgrowth of the adjective. We take for example seem a natural outgrowth of the adjective. We take for example the sentences: (1) The strong man fought bravely. (2) The man of strength fought with bravery. (3) The man who was strong fought be-The man who was strong fought be-cause he was brave. Using the first statement as a point of departure, in the second we have, in place of the adjective strong, given a name to this attribute and call it strength; then we place before this name the preposition of, and we have expand-ed the adjective strong into the ad-jective phrase of strength. The defijective phrase of strength. The defijective phrase of strength. The defi-nition of a phrase and of a preposi-tion can now be given. In the third statement, we take the clause who was strong, and compare it with the phrase of strength, in statement number two, pointing out the dif-ference between a phrase and a clause, also the use of the relative

thought. The relations between different forms of expression are seen most clearly by means of analysis and construction. We have now arrived at that point in our language instruction wherein a great deal of practical grammar is involved, in the construction and composition of sentences.

Grammar as an independent branch of study, does not contribute directly towards correctness of speech or writing; it is not, therefore, an art, but the inductive science of learning to the personal promoun, we might first draw attention to its declension by such a group of sentences as the following: I have a book. It is MY book. The book is MINE. Give ME the book Have WE the book? It is OUS. From this the pupil will learn that pronouns change their form according to their relation to the first clause of the relation to the simple subject of the independent clause and give its modifiers in their order (word, phrase, and clause), disposing fully of all words in each modifier, until the grammatical relations of all parts of speech are clearly understood.

3rd. Name predicate verb and give its modifiers in like manner.

4th. Interjections, and absolute its modifiers in like manner.

4th. Interjections, and absolute its constructions may be pointed out to the vords in the sentence, and that they differ in this respect from nouns. After such an illustration to the first clause of their relation to the difference between a phrase and a clause, also the relative to the independent clause and give its in their order (word, phrase, and clause), disposing fully of all words in each modifier, until the grammatical relations of all parts of speech are clearly understood.

3rd. Name predicate verb and give its independent clause and give its independent cla onat they differ in this respect from nouns. After such an illustration as the foregoing, the teacher might continue in this manner to develop the second and third personal pronouns. When the pronouns have been thus developed, the pupil will then perceive and understand the declension of the pronouns, and having a fixed idea of its meaning, will be able to reason for numself. A like method should be adopted in the study of the verb and its inflections. In adopting the method as here illustrated, we are following the well known principle of proceeding from the known to the unknown. After the simple elements of the different forms of sentences have been grasped, and the various parts of speech clearly understood, the following model of analysis is suggested.

1st. Classity the sentence as to form simple, complex or compound) and meaning (declarative, interroga-

A Medicine Chest in Itself.—Only the welf-to-do can afford to possess deligated and the welf-to-do can afford to possess. Belectric Oil, which is a medicine even ariable of the most in itself being a remedy, for ariables of the most lumbago, sore throat, colds, covghs, estamp, asthma and a potent healer for wounds, cuts brises, speakins, etc., is within the reach of the poorest, owing to its and chestness. It should be in every house.

Fourth Sunday after the Epi.

S. 2 Purification of B. V. Mary.
M. 3 St. Blase, B. M.
T. 4 St. Andrew Corsini, B. M.
V. 5 St. Philip of Jesus, M.
Th. 6 St. Dorothy, V. M.
F. 7 St. Richard, K. C.
S. 8 St. John of Matha, C.

Fifth Sunday after the Epi-

S. 9 St. Cyril of Alexandria, B. C. D.
M. 10 St. Scholastica, V
T. 11 St. Raymond of Pennafort, C
W. 12 St. Benedict of Anian, Ab.
Th. 13 St. Catharine of Ricci, V
F 14 St. Velentine, B. M.
S. 15 SS. Faustinus and Jovita, MM

Septuagesima Sunday.

Sexagesima Sunday.

The town of Longue Pointe apply to the Quebec Legislature its next session, for an act on of Longue Pointe will Quebec Legislature, at following matters: To correct an error in the boundaries of ward nummatters: To correct an of the boundaries of ward number seven; enact special dispositions or the wards No. 4 and No. 5, and the fillicate as-the declare that Article 300 of the Cities and Towns' Act, 1903, shall not Sentember lastr enact that the September last enact that the contributions to the costs of the winter road on the St. Lawrence between Boucherville and Longue Pointe shall be apportioned as heretofore; erect the town of Longue Pointe into a school municipality; define the powers of the town inspector regarding

the plans or maps, the streets and squares of the municipality. TAILLON, BONIN & MORIN, For the Town of Longue Pointe.

The Cure and Church-wardens the Fabrique of the parish of Notre Dame de Montreal will apply to the Quebec Legislature, at its next session, for an act on the following matters: Enact that the second paragraph of article 3450 of the Que bec Revised Statutes does not apply to the cemetery of Notre Dame Neiges; confirm, in so far as may be useful, the acquisition by said Fabrique of lot number five of the official plan and book of reference of the village of Cote des Neiges, and the deed of agreement relating to said equisition research at the thirtieth acquisition, passed on the thirtieth of December, 1907, before A. E. Prud'homme, notary, between said Fabrique on the one part, and Jérémie Marcel Aubry, Dame Marie-Archange-Victoria Aubry et David Nelligan, es-qualité, on the other part, enact that ail the lands acquired by gan, es-quante, on the other party said Fabrique to enlarge said cemtery since February 23, 1875, shall be annexed for religious and Fab-Dame de Montreal as well as the lands which might hereafter be ac-

quired for the same purposes.
TAILLON, BONIN & MORIN, Attorneys for the said Fabrique.

"Then with a slow smile turn'd the lady round
And look'd upon her people."
It is a compound declarative sentence, the second member of which is complex. Subject of the first independent clause lady, modified by is complex. Subject of the first independent clause lady, modified by the; predicate verbs turn'd and look'd, connected by the co-ordinate conjunction and; turn'd is modified by the adverbist hen and round, and by the adverbist hen and round, and by the adverbist hen and round, and by the adverbist hen see with a slow smile; preposition with, object smile, modified by the adverbist phrase upon her people; preposition upon, object people, modified by the possessive promoun her. For a more advanced grade of pupils, a briefer form of analysis might be adopted.

After a careful survey of the facts and suggestions as offered herein, upon the 'Purpose and Method' to be adopted in the teaching of English, the natural sequence leads us to conclude with the learned remark of Professor Whitney: 'That grammar is but the reflective study of language and should be taught inductively through sentence analysis and composition.'

Help Your Children to grow strong and robust by sounteracting anything that causes ill-health. One great cause of disease in children is worms. Remove, them with Mother Graves' Worm Exterminator, It

### CANADIAN PACIFIC

Central Canada Ice Races Ottawa and Return \$4.50

Good going Feb. 3rd, 5th and 7th. Return limit, Feb. 10th, 1908.

OTTAWA TRAINS. 
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 x18.45 a.m.
 x10.10 a.m.
 f8.55 a.m.

 x14.00 p.m.
 \*10.10 p.m.
 xParlor and Cafe Cars.

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3 TRAINS WEEK DAYS; 2 TRAINS SUNDAYS. Leave Montreal—\*8.30 a.m. †3.40 p. m., \*7.30 p.m. Arrive Ottawa—\*11.30 a. m., †6.40 p.m., \*10.30 p.m. Elegant Buffet Parlor Cars on all trains.

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4 EXPRESS TRAINS EACH WAY DAILY Leave Montreal—\*9,00 a.m., \*9,45 a.m., \*7,32 p.m., \*10,30 p.m. Arrive Toronto—\*4,30 p.m. \*9,45 p.m., \*6,15 a.m., \*7,30 a.m. Elegant Cafe Parlor Car service on 9.00 a. m. train.

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141 St James street, Tel. Main 615. City Pass & Tht. Agent H. A. PRICE, Assistant Gen. Pass, Agent.

### NOTICE.

Notire is hereby given that Notire is hereby given that the undersigned will apply to the Legislature at its next session, to obtain a charter of incorporation to them and all such persons becoming shareholders in the company, under the name of "Hochelaga Insurance Company."

The object of the proposed com-

The object of the proposed company is to transact all kinds of insurance and reinguisment pany is to transact all kinds of in-surance and reinsurance against fire and its consequences, plate-glass, steam boiler, live stock and to insure property rights and interests of all kinds, and to perform all mat-ters and things connected with such objects and suitable to the accom-plishment thereof. ent thereof.

ishment thereof.

Montreal, January 9th, 1908.

Henri Wilfrid Cathcart.
J. M. Robitaille.
H. Landry
M. E. Bourcier.

Pierre-Auguste Hubert.

PROVINCE OF QUEBEC, District of Montreal. Application will be made at the next session of the Lefor the incorporation of the "Third Order of Saint Francis, Saint Pat-rick's Fraternity," as a religious and philanthropical corporation with power to hold real estate, and for such other powers as may necessary or incidental thereto.
BEAUDIN, LORANGER, ST.
GERMAIN & GUERIN,
Attorneys for Applicants
Montreal, 15 January, 1908.

PROVINCE OF QUEBEC, District PROVINCE OF QUEBEC, District of Montreal. Application will be made at the next session of the Legislature of the Province of Quebec, for the incorporation of the "Third Order of Saint Francis, Immaculate Conception Sisterhood," as a religious and philanthropical corporation, with power to hold real estate and for such other powers as may be necessary or incidental thereto. BEAUDIN, LORANGER, ST.

GERMAIN & GUERIN,

Attorneys for Applicants.
Montreal, 15 January, 1908.

NOTICE is hereby given that the state of the late William Kerr will estate of the late William Kerr will apply to the Quebec Legislature, at its next Session, to obtain an Act to ratify a deed of sale by the testamentary executors and fiduciary le gatees of the late Honorable Sir George Etienne Cartier, et al, to M. Browne & Ferley, executed before J. L. Coutlee, notary, the 5th May, 1874.

For the interested

For the interested parties. L. LYMAN,

Montreal, 17th December, 1907

THURSDAY, FEBRUARY 6, 1908.

# Attend the Food Fair

10.30 A. M. and 3.30 P. M., Free Cooking Lessons AT THE 'MAGIC BAKING POWDER' BOOTH. 10.30 A. M. and 3. 30 P. M., Two Promenade Concerts Daily. BY THE COLUMBIA PHONOGRAPH CO.

The Big Store's Sale of 10,000

# REMNANTS and ODD LINES

IS PROVING A SPLENDIDLY SUCCESSFUL EVENT!
Scores of these Remments contain a sufficient number of yards for the any purposes you have in mind; yet we sell such from 25 to 75 per mt less than if same were cut from the piece.

The Management have issued orders that all Remmants and Odd Lines ust be arranged on tables in each departmene, and marked in plain fi-

gures.

Be early at the Big Store for this great Sale of Remnants and Odd

### \$1.00 BOYS' UNDERWEAR, 60c.

### LADIES' LINED CLOVES.

Regular \$1.00, for ..

\$2.00 COMBINATIONS \$1.00. Children's Natural Wool Combinations, high neck, long sleeves, anklegth, sizes 2 to 4 years. Worth \$1.25 to \$2. To clear... .......\$1.00 ngth, sizes 2 to 4 years.

### CUT PRICE DRUCS.

 Dr. Chase's Syrup
 25c
 18c
 Wyeth's Beef, Iron and
 100
 65c

 Bromo Quinine Tablets
 .25c
 15c
 Wine
 ...
 \$1.00
 65c

 Norwegian Cod Liver Oil.75c
 55c
 Scott's Emulsion
 \$1.00
 72c

 Peruna
 \$1.00
 65c
 Wampole's Cod Liver Oil\$1.00
 72c

## 4 OF PORTUNE OFFERS

FROM HARDWARE DEPT. 2nd FLOOR.

Steel Snow Shovels, from 25c. up.

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Rubber Draught Tubing, all sizes in stock, at lowest prices.

Frost King Weather Strip, in pkgs of 25 ft., complete with tacks, and directions, gives comfort, saves fuel and money Special ........48c.

Portable Oil Heater, no smoke or smell, easy to manipulate; no manipulate; no smoke one sallon of oil will last 48, to 10 beautiful and any room; one sallon of oil will last 48, to 10 beautiful sat 48, to 10 beautiful sa danger; will heat any room; one gallon of oil will last 8 to 10 h

S. CARSLEY



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Bennett's Theatre Bld'g.
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### NOTICE.

Notice is given by Philias Vanmier, gentleman, Narcisse Lau-rier, gentleman, both of Montreal, that they will, with other proprie-tors, apply to the Legislature of the Province of Quebec, at its next the Province of Quebec, at its next session, to amend the act of this Province, 3 Edward VII., chapter 62, section 52, subsection 15, paragraphs C afid D, in order that the City of Montreal be forced to pay alone that part of the cost of expropriation, representing the amount of damages and the value of buildings erected on or beyond the homologated line of Saint Antoine street of said city, for the third and fourth section, in as much as the proprietors who have constructed in this manner, have done so because the said city gave them an erroneous line to erect their said buildings.

Montreal, 22nd January, 1908.

said buildings.

Montreal, 22nd January, 1908.
BEAUDIN, LORANGER, ST.
GERMAIN & GUERIN.

NOTICE is hereby given to Messrs. Louis A. Lapointe, brok Remi Gohier, real estate age Moses Heillig, menufacturer, all the city and district of Montre Joseph Chevalier, trader, of Lom Pointe, and Charles Arthur Hog insurance inspector, of the said cand district of Montreal, will ap to the Legislature of the province Quebec, at its next session, for

act incorporating them and all othe who may become shareholders, in a company under the name of "The Modern Fire Insurance Company," having its chief place of business in the city of Montreal, with power to make insurance contracts and reinsurance against fire, together with all the powers necessary and useful for carrying out the operations of said Company.

M. G. LA ROCHELLE,

Advocate for said applicants.

Advocate for said applicants. Montreal, Jan. 15, 1908.

### NOTICE.

The Fabrique of the Parish of Holy Angels, Lachine, have decided to enlarge the Catholic Church of this parish, and being duly authorized to this effect, give notice that they will apply to the Quebec Legislature at its next session, to obtain the passing of a law authorizing a special loan with assessments on part of the immovable property of Catholic landowners, to enable them to undertake the cost of the enlargement, and all the expenses proceeding therefrom, create a Syndic office, having all the powers, rights and obligations required and necessary for the purpose of enlargement, assessment and everything required in such cases.

JOS. A. DESCARRIES.

Cressé & Descorries.

Attorneys.

There are it quently heard One of these that wherever a Carrick ma and mysteriou "Carrick, I id Fritzgerald i Sydney, Austroriginal inhall to being cons being cons yond the average your control of the proverbursk of being temerity, for tions are cons tallized wisdo of wiseacres, ingly meglecte enrich posterid densed lore. From the fa

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