

Professional and Business Cards.

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EDUCATIONAL DEPARTMENT.

*This Department is under the management of
the Educational Editor to whom all matter
relative to this column should be addressed.*

Education in Kewatin.

The history of education in this place, though short is interesting, for it shows, that while everything else flourishes, that the natural concomitant of wealth, education will surely follow, take root, vegetate and prosper in apparently barren soil. Mr. Mather of the Kewatin Lumbering and Mfg. Co. was the first to interest himself in educational matters, and the Company built and equipped the school house in 1881. They got a small grant from the Education Department of Ontario, the pupils paid 30 cents a month, the balance being met by the Lumber Company, who have always shown great interest in school matters. Notwithstanding the out of the way position of Kewatin on the map, there has never been any difficulty in procuring teachers, who have been enthusiastic and painstaking in their work. With the exception of a gap of six months in 1884 when it was considered best by those who were bearing the burden to have it vacant in order to try and induce the bulk of the inhabitants to take up the matter in their own interest, the school has been well attended, orderly and progressive. The old school house being small and medieval in style, was not in harmony with its environment, and early in the present year the trustees took the initiative in the matter of providing a building that would afford ample school accommodation for the present school population. In order to be in a position to issue debentures, and to facilitate school matters generally, it was necessary to form the village into a municipality, which was done early in May, and soon a large commodious school building reared its stately form in our classic town. The architecture is all that could be desired. Viewed from without, the building has an impressive and imposing appearance, and the stranger and wayfarer in the land will soon know that such a thing as illiteracy will never have an abiding place on our rocky shores. From the high bell tower, in the icy breeze of morn, noon, and evening, come the welcome tinkle, tinkle, tinkle of the bell. Viewed from within we find large well ventilated, well lighted rooms heated with hot air from the basement. The furniture is the best of modern times, folding desks, etc., furnished by Messrs. Stachsmidt & Co., Preston, Ont. Clock, Maps, Globe, Stationery, etc., are liberally supplied. The black boards extend around the rooms and are not black but brown, a color much easier for the eyes of pupils than black. The next in order is the occupants of the building; well they are a lot of enthusiastic, bright, industrious boys and girls who are striving to prepare themselves for the duties of life and citizenship, thus shewing all concerned that they appreciate the liberality that has given them such a fine building, and they intend to profit by their opportunities. Mr. G. W. Murray, Architect, and Messrs R. A. Mather and E. Newall, Trustees, are to be congratulated on having to shew for their efforts, the best public school between Port Arthur and Winnipeg.

Temperance Hygiene, Drill and Calisthenics are a new feature in our school, and are quite interesting.

Perhaps you think we are talking too much about the HUSTLER. If you were as deeply interested in making the paper a success as we are, you would perhaps think as we do, and spread yourself accordingly.

Measles are prevalent in Rat Portage, and have seriously affected the school. Miss Crooks one of the teachers, is a victim to the disease, and only about a dozen pupils now attend school.

We are of opinion that a Government School in this place for the Indians would be a good thing.

The public school in Norman has been opened more than a year and under the able tutelage of Miss Menzies is in a flourishing condition.

The teachers of this and adjacent Municipality have been considering the feasibility of forming a teachers institute.

ILLITERACY,

BY THE EDUCATIONAL EDITOR.

I had rather keep silence than to utter one word of unjustifiable reproach against the fair name of Canada. At the outset, I desire to qualify my remarks in two or three particulars, which will be remembered throughout the discussion. First, it is an error to presume all ignorant men are fools, and conversely, that all fools are ignorant. I have seen many a man, to whom the alphabet was as great a mystery as the Baconian cypher, exercise such consummate skill in trade and such excellent judgment in politics, who was moved and controlled by such rare common sense and noble purpose, that he was recognized a power in his community. And I have seen many a vain spluttering vanish with a weak solution of accomplishments, chatter himself into contempt and stifle respect for education in foul and silly vapors.

In discussing this question of illiteracy I must be governed by the general rule, that ignorance spawns stupidity, sordidness and vice, and that intelligence mothers virility, purity and righteousness.

Another word of explanation: the statistics I will use have been gathered from various authentic sources, and I am sorry that I have not been able to get an exact statement of the illiteracy in Ontario at the present time. However, this will not vitiate the argument, as I cannot believe that any corrections which may be made will materially amend the reflections I will submit.

One other preliminary statement. I do not wish to exaggerate this threat of illiteracy. I see in it but one of the hostile forces warring on society, and I do not believe that its removal alone will precipitate the millennium. Therefore, I do not wish to be criticized as an enthusiast and weaken my cause by manifesting the fatuities of sentimentalism and spurious zeal of a morbid specialist.

It is the custom to treat the question from a purely statistical standpoint, and whenever the subject is mentioned we quite naturally have a night mare vision of tall, hideous numerical ghosts brandishing tomahawks and other instruments of torture. We are statistically appalled, because it would be impolite not to be. We become agitated through courtesy, and take on a kind of drawing room alarm that we throw off with our good clothes when we come home from meeting.

In the hard fight for bread and the hot pursuit for wealth but few are so thoughtful as to take a calm philosophical view of the situation. The masses are not conscious that this numbness of

illiteracy is a paralytic stroke, and the money devils and politicians will not halt to attend to the patient by the way side.

In its effects upon the individual, illiteracy is, in fact, paralysis. It benumbs the sensibilities, contracts the consciousness, blunts the judgment, stupefies the imagination and makes a man the plaything of his animal instincts, rather than the agent of his reason. He becomes the creature of influences and motives he would heartily despise in a higher state, and though his life may not be vicious it is a sensual, mechanical, menial type of existence. A single example shews the blighting, damning effects of ignorance, and at the same time emphasizes the wonderful value of education and intelligence, in a most vivid and impressive manner. It has been estimated that a bar of iron, which in its natural state is valued at only a few cents, when converted into balance springs for watches is worth \$250,000. The difference between a few cents and \$250,000, is the just value of education and training. Skill and intelligence add to nature's gift this marvelous increase. What a grand work is this, of this grand army of educators, you are doing something more than cultivating men; you are growing gods, you are exercising a grander power than training creatures; you are creating creators.

To be continued.

THE SUNDAY SCHOOL.

LESSONS FOR DECEMBER.

Sunday, Dec. 2nd.—Subject:—"Israel under Judges." July 2: 11-23.

Teaching hints:—We have here the third generation since the Exodus. They resemble their grand-parents rather than their parents. The following points are in the lesson: First, the continual tendency to idolatry, to fall in with the foul worship of the surrounding tribes; Second, the retribution that followed:—Following other people's God's, they became other people's slaves; Third, the Providential arrangement that sent out deliverers, from time to time, during a period of 450 years; Fourth, the purpose of God, seen in the partial extermination of the heathen tribes. They were left to be an instrument of testing, and the medium of punishment. Those who tempt us become either our helps or our scourges.

Sunday, Dec. 9th.—Subject:—"Gideon's Army." July 7: 1-8.

Teaching hints:—Greece had her famous 300. So had Israel. The great lesson here may be expressed in the New Testament words, "Many are called, but few chosen." 32,000 were called, but the victory was won by 300. It is instructive to notice God's weeding out of this army. First, the timid ones had to go, viz.—two thirds of the whole army. But there must be a further reduction. The men were being tested when they knew it not. Straws shew the direction of the wind; trifles shew the set of a character. The men, in whose mind thirst was uppermost, went down on their bellies—their lips glued to the stream; the men, in whose mind duty was uppermost, swiftly caught up a handful to their lips, and passed on towards the foe. How many of us are worthy to stand in the ranks of this immortal 300. Thomas Fuller wittily says of these weeded army, there were "fewer persons, but not fewer men."

Sunday, Dec. 16th.—Subject:—"Death of Samson." July 16: 21-31.

Teaching hints:—It might be well to give a swift review of Samson's life. His salient qualities were super-natural strength, a mighty practical wit, and a certain heedlessness of his position; and withal, a rude faith in God. This lesson describes his death. We see what sin can bring a strong man to—weakness, hard bondage, death; also how perilous it is to make sport over a man's misfortunes; and again, how a man may in death, accomplish greater things than his life has wrought. Archbishop Cranmer's martyrdom, when he thrust

first into the flames the hand that had written the recantation, did more than his life to pull down idolatry in England.

Sunday, Dec. 23rd.—Subject:—"Ruth's choice." Ruth 1: 16-22.

Teaching hints:—Emphasize the fact that Ruth was a heathen. The Old Testament has some tender gleams of light in reference to these outside ones. There are several points that may be noticed in connection with Ruth's choice. First, it was a noble example of human affection; Second, it was a triumph of faith—"Thy God shall be my God;" Third, it shews how, choosing the right, we are unconsciously entering into glorious privileges. Ruth became an ancestress of David, and of "David's greater Son," the Messiah.

Sunday, Dec. 30th.—Subject:—"Review; or Temperance Lesson." Num. 6: 1-4; or Missionary Lesson, Ps. 67: 1-7.



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