

tivated the land, for when Cartier arrived at the village he found it surrounded by fields of Indian corn.

From the position of Hochelaga the pupils will see that in its place now stands the city of Montreal. Show the pupils a picture of Montreal. Tell them the origin of the name, thus:

Cartier named the mountain, behind the village, "Mount Royal," and afterwards the French in building their town at the foot of the mountain named it "Montreal" (*Mont Royal*.)

Summarize and question as before.

Require—I. A summary of the first voyage.

Require—II. A summary of the second voyage.

Have the pupils trace the routes taken by Cartier. [Use map of Canada.]

Have the pupils connect a story with each place mentioned, for example: 1. On the Isle of Coudres the sailors found large quantities of filberts, etc.

Example 2. In one of the districts at which Cartier stopped on his way up to Hochelaga, the chief presented him with his little girl.

Quicken the interest of the pupils by relating other incidents connected with the voyage.

PRACTICAL WORK.—Require a written account of the discoveries of Cartier to be brought in before next history lesson, or, if possible, immediately after the lesson has been taught.

HISTORY.

SECOND PRIZE PAPER.

BY JAMES GRANT, GUELPH, ONT.

THIS lesson should be preceded by a lesson on the geography of Eastern Canada, especially the Province of Quebec and the River and Gulf of St. Lawrence, in a general way. A map of Canada and one of the western portion of Europe should be hung up before the class. If such a map cannot be had, a map of Canada and another of Europe should be hung up in proper juxtaposition.

Teacher.—What language do we speak? *First Pupil*.—The English language.

Teacher.—Why? *Third P.*—Because we were learned it. (Teacher.—Say taught.) Because we were taught it.

Teacher.—Why were you taught it? *Second P.*—Because it was easiest to learn.

Teacher.—That is not what people from other countries think? *Fourth P.*—Our mothers and fathers speak it.

Teacher.—That is better, but why do they speak it? *Fifth P.*—Their mothers and fathers spoke it.

Teacher.—That is correct, but you can tell me in a word without going back to grandfathers, great-grandfathers, and so on. *Second P.*—Because they came from England. *Third P.*—But my grandfather came from Scotland. *Fourth P.*—And mine from Ireland.

Teacher.—Yet in all these countries English of some sort is spoken (although not the English of your reading books) by most of the people. Do you remember in what part of Canada English is not spoken? *First P.*—In Quebec.

Teacher.—Very good. Point out on the map that Province, and the river that flows through it? What language is spoken there? *Fourth P.*—The French language.

Teacher.—Do you remember what these people are generally called? *Fifth P.*—French-Canadians.

Teacher.—Very good. Now, in what old country is French spoken? *Third P.*—In France.

Teacher.—Right. Can you point out that country on the map? (It is pointed out.) I am sure you all can tell me now why the French-Canadians speak French? *Fifth P.*—Because their forefathers came from France.

Teacher.—You are right, and we are to learn to-day why, how and when the first Frenchman came to Canada, as we learned about how Columbus discovered America in 1492, on Columbus Day. Point out Quebec, the Gulf of St. Lawrence and France again. (It is done.) What lies between France and Canada? *Sixth P.*—The Atlantic Ocean.

Teacher.—In what direction is Canada from France? *Seventh P.*—West.

Teacher.—Right. Canada is about 3,000 miles from France. From what country did Columbus sail when he discovered America? *Third P.*—From Spain. (Which is pointed out.)

Teacher.—You see that France being near Spain, the French soon heard of Columbus' discoveries, and you will easily understand that France became eager to explore and take possession of some part of the New World, as the Spaniards were doing;

and the English also, for they reached Newfoundland soon after Columbus' discovery. (Newfoundland is pointed out.)

[NOTE.—It would not be advisable at this stage to burden the memories of the pupils or distract their attention from the subject on hand by an account of previous French explorers on this continent.]

Teacher.—The Frenchman who discovered Canada was Jacques Cartier, in the year 1534. (This fact is written on the blackboard and the pupils are made to pronounce the name.)

St. Malo is pointed out as the starting place, and a pupil points out and traces the course of the voyage to Belle Isle.

Teacher.—Cartier's crew would pursue the voyage with more confidence and less terror than did the crews of Columbus. You will remember how the latter thought Columbus was taking them to destruction, and how they were on the point of rebelling against their captain again and again, but it makes a great difference when some one has gone before. In what direction did Jacques Cartier sail, and in what ocean? *Fourth P.*—He sailed westward in the Atlantic.

Teacher.—What land does he first see? *First P.*—Newfoundland.

Teacher.—Correct; but there are often times that Newfoundland cannot be seen although you are very near it? *Sixth P.*—There are often mists there and icebergs.

Teacher.—Yes, and this makes it dangerous sailing. What strait does he pass? *Second P.*—Belle Isle, and then he would be in the Gulf of St. Lawrence.

Teacher.—Very good, but neither was named yet. He saw little inviting there, so he pushed on, and came in sight of brighter islands—the Magdalenes (pointing out), where birds and berries cheered their spirits, after passing bleak Belle Isle. They then turned to the westward, into what bay? (Pointing.) *First P.*—Chaleur.

Teacher.—Yes; the name means heat, and was given to the bay on account of the excessive heat they experienced there. You will know by that what season of the year it was? *Sixth P.*—Summer.

Teacher.—And in what language Chaleur means heat? *Seventh P.*—French.

Teacher.—Cartier turned to the northward along the shore. What cape is this? (Pointing.) *Third P.*—Gaspé.

Teacher.—Very good. Cartier there landed and set up a cross and on it a shield, bearing the lilies, or fleur-de-lis—the emblem of France. (Here show to pupils a picture of the fleur-de-lis, if possible.) This indicated that he had taken possession of the country for France and for —? (Class hesitates.)

Teacher.—What did he erect? *Second P.*—A cross with a shield on it.

Teacher.—Which meant France? *Fourth P.*—The shield.

Teacher.—Where have you seen a cross? *Fifth P.*—On a big church in the city.

Teacher.—Can you tell me something of great importance connected with the cross? *Seventh P.*—Christ was crucified on the cross.

Teacher.—Very good. The cross is a mark of Christianity, so Cartier took possession for France and for Christianity. Do you think Cartier found any people here? *Third P.*—No; you said he was the first man who saw this part of America.

Teacher.—Well, I see a hand up. *Fourth P.*—Columbus found Indians; perhaps Cartier found some too.

Teacher.—Yes he did, and took two of them back with him to France when he returned, after he had sailed up the Gulf till he could see land on both sides. Would he not have interesting news to tell on his return? I will tell you about his second and most interesting voyage if you show me that you remember enough of this. Write out a short account of this first voyage.

The slates are in due time examined, the errors pointed out and corrected by pupils.

Before next lesson is begun the last is reviewed.

Teacher.—Next spring in what year? *First P.*—In 1535.

Teacher.—Yes; in 1535 Jacques Cartier set sail again from St. Malo with three vessels and 110 men to again cross the Atlantic? Point out Cartier's first course. (It is pointed out.) He again reached the Gulf and this time named it and the great river that flows into it. Whom might he have had with him who knew more of this river than he

himself did? *Fifth P.* The two Indians.

Teacher.—Very good. What large island would he pass? *Third P.*—Anticosti.

Teacher.—Yes, and soon he would see the rugged shores of the St. Lawrence. On, on they went, not yet knowing but what the river was an arm of the sea stretching away hundreds of miles inland. Soon another large island comes in view. There Cartier and his wondering crews found such abundance of wild grapes that they called the island Bacchus, from the name of the heathen god of wine. What is the island called now? *Third P.*—Orleans.

Teacher.—No sooner had they left the island to push on westward (for the Indians told him of villages of their own people farther on), that they saw a sight that made them all cry out. A huge and high rock jutted out from the north shore and seemed likely to stop their further progress. I am sure you all know what city stands there now? *Sixth P.*—Quebec City.

Teacher.—Yes, but there was no city then, yet smoke curled up from many huts, for the Indian village of Stadacona stood there. You will remember how the poor Indians looked upon Columbus. They would be no less astonished to see Cartier and his winged monsters. Cartier left his ships here, and with some of his men pushed upward, still upward until they came to a larger village of Indians, and saw fields of Indian corn growing. He landed, wondering at the strange beauty of nature which everywhere met his eyes, for it was now October. He climbed a neighboring mountain, and again erected the —? *Second P.*—Cross and fleur-de-lis

Teacher.—Yes, and got a glorious view from the spot. What think you would attract his attention most at that season? *First P.*—The woods.

Teacher.—Yes, he had never seen such a glorious sight, for the forests in Europe present no such sights. He thought of his royal master the King of France and called the mountain—Mount Royal. You know the name of the great city that now stands here? (Points out.) *First P.*—Montreal.

Teacher.—Cartier soon returned to —? *Third P.*—Stadacona, where his ships were.

Teacher.—Yes, but it was now so late in the season that he dared not venture back to France that year, so he wintered in the wilds of Canada. Next spring he returned to France to tell his eventful story, leaving twenty-six of his men in their graves behind him, as the crews were ill-provided with food and shelter to stand our cold Canadian winters.

Trace Cartier's route from Montreal to St. Malo, pointing out all the places that he had to pass by on his second voyage. I will end this lesson by reading a fine poem by a poet who made Canada his home, and did much to make her a country. Teacher reads D'Arcy McGee's "Jacques Cartier at Hochelaga."

Teacher.—This is the beginning of the story of our country, and since you know that Queen Victoria rules over all of Canada, we will see how the French lost their new country after struggling for years to make homes in it. After recess I want you to write the story of to-day's lesson.

SYNTAX BY EXPERIMENT.

LITTLE Jane had been repeatedly reproved for doing violence to the moods and tenses of the verb "to be." She would say "I be," instead of "I am," and for a time it seemed as if no one could prevent it.

Finally Aunt Kate made a rule not to answer an incorrect question, but wait until it was corrected. One day the two were together, Aunt Kate busy with embroidery, and little Jane over her dolls. Presently doll society became somewhat tedious, and the child's attention was attracted to the embroidery frame.

"Aunt Kate," said she, "please tell me what that is going to be?" But Aunt Kate was counting and did not answer. Fatal word, be! It was her old enemy, and to it alone could the child ascribe the silence that followed. "Aunt Kate," she persisted, with an honest attempt to correct her mistake, "Please tell me what this is going to am?" Aunt Kate sat silently counting, though her lip twitched with amusement.

Jane sighed, but made another effort. "Will you please tell me what that is going to are?" Aunt Kate counted on, perhaps by this time actuated by a wicked desire to know what would come next. The little girl gathered her energies for one last and great effort, and said: "Aunt Kate, what am that going to are?"—*Exchange*.