

# The English Language.

## "Our Work in English—Of What Should It Consist?"

Paper Read at Provincial Teachers' Institute by Agnes Deans Cameron.

In the old Norse myth, Thor, in his fight with the giant, finds himself confronted by a cat, which he is told to lift. He bends over, grasps the animal by the back and begins to raise her. She firmly holds on by the ground; the higher Thor lifts, the more the cat stretches. Thor standing erect, she is still firmly rooted. "Marvel not," said Utgard's giant, "that you are unable to lift the cat—it is Jormungandth herself, the great serpent that binds the world."

This story came very forcibly to my mind when, having in a weak moment yielded to the voice of the character, the president of the Institute, that I should prepare a paper on English. I took time to read carefully the subject as he placed it in my hands. "Our Work in English. Of what should it consist? How can it be made educative and interesting?"

De Quincy divided all literature of knowledge into two classes: the literature of the sciences; and the literature of power, that which makes and develops character.

When you buy a ticket at a railroad station, you do not say to the clerk that you want to travel in a certain direction; you specify a place. It is fitting that at the outset, we should have a clear idea of the goal we would reach. Why do we teach English in our schools? What is our ultimate aim? That a child may use his mother-tongue fluently and with grace? That he may make a fortune out of his living? That he may derive intellectual and aesthetic enjoyment from the rich stores of English thought? These at best are way-stations. The goals set before us are beyond all these. We teach English that by it: (1) The student is made acquainted with duty. (2) At the same time the emotional side of his mind is developed; that duty shall be made attractive. In a word, that he may know truth and desire it. The study of English strikes at the roots of things. We start out gaily pursuing man's ideas to find ourselves at last with God.

Johnson, in a preface to his dictionary, says: "I am not so lost in lexicography as to forget that words are the daughters of earth and that byrons are the sons of heaven. But Byron contends, 'Words are things and a small drop of ink, falling like dew upon a thought produces that which makes thousands perhaps millions, think.'"

This paper may be attacked on the ground that it is not practical enough. It can at best be only suggestive. I can't presume to lay down hard and fast rules for the classroom teaching of reading, grammar, spelling and composition. I am, however, suggesting the wisdom of getting a clear idea of the goal sought; the folly of teaching these as separate subjects, as loose ends.

I would ask you to consider with me: (1) The relative importance of language study—failure here means a most fatal shortcoming in education. (2) The development under English, with the definite aims to be reached in each, and the methods of realizing these aims.

The subjects of study in our common schools naturally arrange themselves into three divisions: (1) Arithmetic, a preparation for mathematics or the exact sciences. (2) What the Germans call "real studies," that is, physiology, geography, nature lessons—these teach the individual and his surroundings. (3) English, including reading, grammar, composition, literature, and with these last, but yet foremost, the connecting link between "real studies" and English—proper—history, which has been aptly defined as "the message which all mankind delivers to every man." In old days the tendency was to make classics the one thing needful—if a boy's Latin and Greek were respectable, the rest of his education might look after itself.

"All the other graces would follow in their proper places." Then classical studies began to drop out of the public school course, and the great backbone of class-work, and the test of every grading examination was arithmetic. I use the past tense advisedly, for I feel that there is in the air, without knowing why it is so, one learns as one grows older to assign causes with more and more caution, a strong feeling which says: "Arithmetic has truly a two-fold value; it trains to definite and logical methods of thought, it prepares for practical business life—but necessary and useful as the study of arithmetic is, it makes but a small factor in true education." The object of life is not to get a living. We must listen to the still small voice which cries from the deep heart of humanity itself, "Teach us how to live."

Not in the mathematics, not in the "real studies," do we find the humanities. These we seek in the rich literature of our mother-tongue—it is to this inheritance that the study of English should lead the pupil. He must realize that, born into an English-speaking nation, he is the heir to all the ages of written English thought. It is no dry bones of the valley that we have to offer him. English literature is the amplest, most various and most splendid literature which the world has seen; and it is enough to say of the English language that it is the language of the literature. English is the native tongue of nations which are pre-eminent by force of character, enterprise and wealth, a people whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto evolved. And to the original creations of English genius we add translations into English of every masterpiece of other literatures, sacred and profane.

Has English the foremost place on our school programmes? By no means; at

best only a place subordinate to mathematics. And yet, without degrading the value of other school subjects, all will admit that one man may have an excellent knowledge of mathematics, geography and physiology, and yet, without a mastery of language he will and must rank as illiterate; another, with doubtful ability to add correctly, will be known as widely cultivated and scholarly. Shakespeare's geography was limited, and more than shaky. No amount of other knowledge will excuse incorrect spelling, grammatical slips, mispronunciation, false accent, vulgarities of expression; in the man who would rank as educated, these are unpardonable sins. I contend that a knowledge of the English language (and by this I mean a familiar understanding, knowledge and not a nodding acquaintance) must form the base of an English education. This, rather than arithmetic or geography or physiology, should receive our main efforts. This must be well done, whatever else is omitted or partially done.

As we come to the second head: The subjects include under "English" with the definite aims to be reached in each, and the methods of realizing these aims. The simple classification here would be: (1) Words; (2) Sentences. But the names by common consent used are spelling, reading, grammar, composition.

(1) Spelling. To define aim here is to be able to spell readily all words in common use and to have gained the habit of looking attentively at all new ones. How are we to escape the Scylla of mispronunciation and the Charybdis of mis-spelling? How often one hears the plaint, "I am naturally a poor speller." The cure? The eyes and the ears must both be trained. Let the young pupil copy every day from the printed page. Insist upon a transcript, that is an exact copy in every word and letter—let it not vary from the original by a misplaced comma. There is no better exercise for those careless pupils that we meet in every grade, than to have them when you have succeeded in teaching these to tell the exact truth in their copy—it is a training equal to moral and literary. This habit of verbatim transcribing should be supplemented by daily class and individual exercise in clear enunciation. The poor speller is the slow reader. To one whose whole life has been spent in the school room it is appalling to think of the accumulated time given to certain subjects. By a rough calculation I should think that if all the hours I have given to the teaching of spelling in my days were to be strung together they would make four whole years of three hundred and sixty-five days of twenty-four hours each, a penitentiary hard-labor sentence of respectable length! But, I have never yet encountered a case of bad spelling that would not yield to the transcribing and enunciation exercises—and the speller who learned how to spell, learned something else, too, of deeper benefit; and so did I, for it was not a rapid cure and patience had to have her part.

Reading. By reading I mean the obtaining of thought from the printed page. The aim here is to make the child a thoughtful man, and that method which will best serve this end is the one to use. Good reading implies more than oral expression, however clear the tones and musical the voice—all this is mechanical, and reading is an intelligent, not a mechanical, process. In the national character, a reader should be a model of the arts of printing, binding and illustrating; its selections should be models of literary excellence. Instead of the great literature which he will never forget, the average reading-book gives the child the little literature which he will never remember. Lessons on tea, iron, coffee, the manufacture of linen (De Quincy's literature of knowledge) might justly be subordinated to the literature of power—deeper draughts from the well of English undefiled. "To cultivate thought and its natural expression, in the earliest grades get children to tell stories and ask questions; from these written on the board, and let the class read them. The primer is not to be supplemented by much original matter. Indeed this is necessary in every grade. Great as is the importance of the reading-book, there is a power back of it which is greater—the live teacher. Are our readers faulty? All the more necessity for our bringing into the class bright, vigorous literature to supply the lack. In connection with reading cultivate the dictionary habit, the atlas habit, the encyclopedia and gazetteer habit. It must never be forgotten that the days of a child's life are precious; he has no choice within the walls of the school-room. In his hours for reading he must take what we give him; and the standard of his school-reading in a large measure determines his standard of taste. The mere ability to read, with no developing ideas as to the difference between good and bad books and no growing desire for the best in literature is of questionable benefit."

Grammar and Composition: These two are inseparable and must be studied together, with two objects in view: (1) The correct expression, oral and written, of the thought; (2) The forming of a healthy appetite for good literature. Grammar is thought by no means to be eliminated from our work in English, must be subordinated to good literature. Grammar, a useful standard of reference; its study by the advanced pupil furnishes a most valuable training in logic, but must never lose sight of the fact that it is but a means to an end and exists largely for the correction of errors.

I think it is Goethe who says: "To guard from error is not the instructor's

duty, but to guide the erring pupil." We can never hope to remove all blemishes from a child's English—what we obtained would be splendidly null, a purely negative result. We want the student in English as soon as possible to get a view of the landscape from the mountain top, not to dissipate his energies altogether in clearing away the brambles on the road up the hill. In my own school-days grammar was as presented to us as a queer study. From the pages of Lennie and Morel, Smith and Swinton we got a store of excellent definitions, we corrected page upon page of false syntax, which Lennie, with questionable taste granted to our mothers' strong disapproval, drew largely from the Scottish dialect and from the Bible; we learned long alphabetical lists of prepositions and we waded knee-deep in "thou mightest, couldst, wouldst, and shouldst have loved." But in spite of the imperative "Love or love thou or be thou loved," grammar, somehow, did not get the deserved stronghold in our affections. After much thought, I am convinced that the great fault in the teaching of grammar is the needless list-making. Grammar teaches the correct form of expression, but this form is a tool, and like all other tools, valueless until put into use. How many children who can gibberish give you set rule and full declension are unable to construct a sentence. Put into use what they have learned. We teach forms instead of thoughts, words instead of ideas. Here, as elsewhere in our course, we attempt too much; we need less ambition and more thoroughness; less of the "what" and more of the "why." Grammar is not to be a mere parsing and analysis by sentences culled from current literature chiefly for their crookedness. It is to be a question about grammar and the utility of this. What is the real use of analysis? Of parsing? Ask the average class of ten or twelve years who they learn these subjects, and not one in fifty honestly has the faintest idea. They have been taught so-called grammar lessons by itself, a separate limb torn off from the body corporate of English. All this is wrong. In the form of isolated members, dead and mutilated, formal parsing and analysis have no excuse for their existence; they are simple questions in parsing of help, and as such we welcome them. Let us cry a halt, take time and let the reasoning faculties draw the breath of life. In the early reading and composition exercises, bearing in mind our two-fold object, let the child be made to see that analysis is a help. The questions: "What is the subject of the sentence?" "What is said about the subject?" are inevitable. They naturally suggest themselves and are their own excuse for being asked, and just as simple questions in parsing are simple questions in parsing of help. In composition the necessity for a governing rule will crop up. When the pupil needs, seeks for it, asks for it, is the time for its presentation. Most points of parsing may do for the amusement of the child, but let us not forget that a superintendent's meeting, but let us keep them out of the classroom and discuss them only in private. A sentence exists only for the thought it contains, not for the latent controversy hidden in its depths.

The child learns to do by doing. To construct is the duty that lies nearest to us. Original work in composition beginning with the child's first year, and continuing on up the grades has a positive, an expanding, a truly educative value. And this work in composition must not be restricted to composition exercises, so-called accuracy and fluency in expression are not only means to an end, they are ends in themselves, and must be jealously looked after from the child's first day at school. It is objectionless which in the first year gives the child the habit of original work. The child learns two things, to have a clear thought and to express that thought with exactitude, a training which cannot begin too soon or be carried on too long. We are all familiar with the class of little people who when they are asked to write, write in flowery hands waving wildly, frantically trembling over their desks and one another, literally fall at your feet breathless with the information, "Once I seen an elephant." Five minutes in any classroom will show if the teacher is training to think, and to express clearly. With in mind the clear expression we could not do better than turn back the clock to reinstate three wise devices of the time of our grandmothers. I refer to reading aloud to one another in the home circle, the memorising every day of gems of poetry and the practice of the pupils of a public school at Savannah, Ga., in these days of the postcard, the stenographer, and the typist is rapidly disappearing, if not yet quite a lost art. Last year the pupils of my own class derived pleasure and profit from a series of letters which they exchanged with the pupils of a public school at Savannah, Ga., they learned to write, to culture, manufacture and export, with many side-lights on negroes; in return they told about our timber, furs and fish, and for their southern cousins exploited Chinatown and took imaginary journeys to Skagway and White Pass. The members of the P.E.I. Legislature met the Lieutenant-Governor in the legislative council chamber and presented a reply to the speech from the throne. His Honor omitted replying, and when the Speaker took the chair in the House the opposition demanded a reply, claiming the House could not legally proceed with business without it. The government contended that a reply was not necessary, as the Governor bowed after listening to the address.

Mr. Fischer, one of the Boer envoys, when shown the published report of the Boer delegates were reported as having made indiscreet statements on the steamship to an employee of a London newspaper, said yesterday that the story was false in every material particular.

The difficulty in forwarding ammunition adds to the gravity of the situation at Kumasi. Native carriers refuse to go there at any price.

ing headings is a device not without its uses, but it may, like all good things, be abused. How far a conscientious child will try to follow on a hard road was beautifully illustrated by a child in one of the Victoria public schools. The examination paper set headings for a composition on an orange—the skin, the pulp, the seeds, etc.; the paper said give a description of some animal. One little hero produced a cat composition on the fruit headings. "The skin of the cat is its fur; the pulp of the cat is its flesh; the seeds of the cat I do not know." Could willingness to oblige, to meet us on our own terms, although no doubt mentally protesting, go any further? "The seeds of the cat, I do not know." "The seeds of the cat, I do not know," has a pathetic ring to me. The child's range of thought is limited to its own environment, actual and mental—it is for the widening of that mental environment that we as teachers exist. Happy the child who in his room-to-room peregrinations encounters one literary teacher among the literal ones. We might meet the child's school life happily for him. We do, we carry to him a message from a mile-post farther along on a journey all of us are taking. Let the word we send back be one of good cheer. It is the feet of him who bringeth glad tidings that are beautiful. The church tells us about the chastening of the sorrow, but am I firm before the wind of the world? Make a child happy and nine times out of ten you make him good, and if you don't succeed in making him good you at least make him happy, and the fact remains that you can never get the best out of him, holding him at arm's length. The child's education is the synthesis of pathetic and inspiring contact of fit teacher with young minds. So a Honess trains her whelps, a mother her children; it was in this way that Socrates and the Drumtochty Damsie educated boys. How shall we as Canadian teachers train boys and girls so that they may conduct and develop the mighty enterprises of this self-governing nation? Remembering that it is not knowledge that moves the world, but ideals, convictions, opinions, fancies (if you will) which men have held, and which have held men, I answer first by a spontaneous negative—not by training them in a special way for special errands of a material industry, for the destinies of a nation do not lie there. Our nation is founded on morals, it rests on morals, and feeds on morals; nor does it live by any other bread—hence we teach ethics. In conclusion, we cannot overestimate the possibilities of developing character through the medium of lessons in English. All other branches reach the result, indirectly, here, however, there is direct contact between the thought of the author and that of the teacher. The rich and varied field of English thought before him—veneration, sublimity, love, wit, pathos, the strength and the subtleties of logic, all are here—the teacher has to choose and lead the pupil with him. To the traveler who is in accord with the Great Plan, green and beautiful are the pastures which he sees in his mind. In our hearts we echo the prayer of one "who kept the whiteness of his soul," that true lover of children, Dickens: "And look upon us, angels of young children, with desires not quite estranged when the swift river bears us to the ocean."

The Slooan. The Vancouver has resumed operations. They commenced to wash gravel last week on the Crown Point, where they have started five men at work. The machinery of the Surprise mine is all in place, and Alex. Smith has left to see it start up.

Work has commenced on the Ivanhoe mill. It will be erected on the Night Hawk mineral claim, near Sandon, and will have a capacity of 150 tons a day, making it the largest mill in British Columbia. When it is completed the Minnesota Silver Company will have spent \$300,000 in the Slooan.

The biggest mining deal in the Slooan for many months has been put through by Frank Woods, superintendent of the Last Chance, he having disposed of his one-tenth interest for \$100,000. The purchaser is Dr. Hendricks of Minneapolis, one of the biggest shareholders.

The Boundary. A rich ore body three feet in width has lately been opened up on the Mammoth.

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The Cariboo still remains the banner property of Camp McKinnon, more men being employed than ever before.

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Al. Peone of Rosland began assessment work this week on his group of claims, the Alphonse, Broken Hill, Ski, Nancy Hanks and others on Shamrock mountain.

Rosland Camp. The Rosland Miner in its weekly mining review says: The most interesting event of the past week in mining circles is the way the surface find on the Silver is improving.

The fact that the Le Rol smashed all previous records by sending, over 3,441 tons to the smelter last week shows the possibilities of that mine when it is equipped with machinery up to the limit of its capacity. The Evening Star is developing in a most satisfactory manner. Engineers of the Red Mountain railway are now locating the spurs of the main track which will run to the foot of the Josie and No. 1 tramway, and also to the Nickel Plate mine. The showing on the Annie test it will be remembered is also a test of the values on the north vein of the Le Rol property itself, is still exceptionally good.

On the Iron Mask the country between the main and north veins on the 400-foot level is proving exceptionally well mineralized.

There is a further increase in the output for the past week as compared with last. The total shipments are 3,461.5 tons as against 3,208 (corrected) for the preceding week, or an increase of 153.5 tons.

Velvet and Portland.—Mr. A. G. White recently made a trip to the Sophie Mountain section in the interest of his company, the American Corporation, Limited, and while there spent a day looking over the Velvet. Particular attention was paid to the recent surface discovery. This was made at a point 86 feet southeast of the main shaft while making excavations for the foundation of a stable. There was about 12 inches of alluvial drift, the surface being known as the "recent," on the surface. Here a vein six feet and a half of solid ore was uncovered. There is four feet of a specific iron carrying free gold and two feet of chalcocite. The walls of the ledge are siliceous, evidencing the character of a true fissure vein. The country hanging is highly mineralized with copper. It would lead to the belief that one was not through the lead, but this runs a slip and parallel or associated veins follow.

# Mining News

The Lardeau.

Walter Jennings is busy running a crosscut to catch a galena and otherwise mineralized lead running through his property at a depth of about 25 feet. The Emma is situated between Seven and Eight Mile creeks, up the south fork of the Lardeau.

John Irvine, who owns the North Star and Chestnut claims, located between Lake and Hope creeks, at the foot of Trout Lake, has gone to do his assessment work. Assays from surface showings run from 250 to 300 ounces in silver and also carry gold values.

J. T. Lathers with four men have gone to commence work on the E. G., a claim on Seven-Mile creek. It is his intention to drive a 60-foot tunnel along the vein, cutting into it twice in the length of the tunnel. Philadelphia men hold a \$50,000 option on this property, which expires the first of June.

The walls of the Silver Cup are perfect. In every working—stopes, shafts, drifts, all over, there are immense bodies of ore exposed, which will be taken out and shipped at leisure. Only the highest grade ore already taken out has been shipped. The rest—hundreds of tons—is still lying on the dump, awaiting a mill for treatment. The Silver Cup has already shipped over \$100,000 net worth of ore, and could now ship 20 or more tons a day, if they wished to, for an indefinite period. The No. 9 or lowest tunnel is in over 600 feet. At somewhere near 550 feet a crosscut was run north-east to catch the old Silver Cup lead, and was reached at 55 feet. Here a 6-foot well mineralized ledge was tapped. There are six or seven inches of clean high-grade ore, carrying larger quantities of grey copper than heretofore.

The Gold Bug is located at the mouth of the Lardeau, possibly three miles from Ferguson. W. J. Livingston is drifting on a lead which was crosscut at about 20 feet. The tunnel is in about 102 feet, at the end of which a quartz bearing ledge is encountered. Above the tunnel the wash is being removed to locate the lead proper, when a shaft will be sunk and the present tunnel extended to it.

There has been some good ore taken from the workings from time to time, but the ore chute has not been located as yet. A flume from Seven-Mile creek, some 500 feet away, may be built and the entire surface washed into the Lardeau, thus exposing the formation and aiding in locating the main ledge, which exists in that belt of country and certainly crosses the old Bug very close anyway to the present workings. The ore runs high in silver.

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This find is undoubtedly the apex of the big one made last fall on the 100-foot level, where there is a ledge 54 feet in copper ore, but all of which is high-grade shipping. This big ledge is directly under the apex of the new find. On the 300-foot level the same character of ore is found as is met on the 100-foot level and on the surface, and there is a large quantity of it in sight. During Mr. White's stay there must be 3,000 tons of a rich ore made to stop. On the Portland, Mr. A. G. White says:—The examination of the ore and it is 520 feet from the portal to the breast. They have passed through 100 feet of matter and seams of ore for a distance of 150 feet. There is considerable mineral now in the breast of the tunnel, and it is evident that the next opening of the lead. There is six feet of high grade ore in the shaft, which this crosscut tunnel is intended to form a junction with at a depth of 500 feet.

Le Rol.—The combination shaft is now down about 100 feet, and an upraise is being made at the same time. From below, there remains only about 50 feet of work to be completed, which should be done in some time next week. Extra storage ledges are being erected at the loading terminals of the Le Rol western tramway.

Centre Star.—The foundations for the compressor are now completed, and everything is in perfect readiness for the installation of the new compressor just as soon as it arrives.

Iron Mask.—Another 200 feet has been made on the crosscut for the north vein, and the total length of the shaft so far is about 70 feet. The past 20 feet of the north vein is just passed through. The north vein should be located this week. On the 400-foot level there is an additional depth of 9 feet gained during the week. The bottom is still showing good copper values, which have been shown in this sinking from the 450-foot level downwards. Some development work is also being prosecuted in the 175-foot level.

Copper Chief.—The Copper Chief, adjoining the Whoopup and the Velvet, has a 30-foot shaft and a 7-foot lead in the bottom of the shaft, the ore from which carries values from \$7 to \$16 in gold and one per cent. copper. The intention is shortly to resume development of this property. The Whoopup, adjoining the Copper Chief, and the Velvet has the same character of ore, and the same lead as the Copper Chief.

Douglas-Hunter.—Development work is being vigorously pushed in the Douglas-Hunter. The shaft of the Douglas-Hunter copper, different from the Velvet, is lead. The Douglas has a great body of ore on lower levels. It is certain that the Douglas will make a mine.

Annie.—The joint shaft is now down 35 feet. The vein is 20 feet in width and the latest assays show three ounces in gold with six per cent. copper.

Nickel Plate.—The shaft is being sunk to the 600-foot level, and development will then proceed simultaneously at the 600, 400 and 200-foot levels.

Iron Colt.—The work of developing the Iron Colt is making excellent progress. The inclined shaft which is being driven from the floor of the tunnel has been reached a depth of 80 feet, and the ledge containing good and strong.

Arthur.—Mr. Harry Hansen returned from Sophie Mountain on Friday evening and reports that the Federal vein at Arthur is being crosscut, and that some fine looking chalcocite was being taken out.

Columbia and Kootenay.—The vertical shafts at Columbia and Kootenay, and the depth attained is now about 240 feet. The shaft will go down to the 400 level. No. 6 tunnel is being pushed, and the crosscut to find the north vein is still in progress.

I. X. L.—Surface prospecting is in progress and the upraise from the No. 2 to the No. 1 level is being made.

California.—The work is being pushed on the California. The shaft has reached a depth of 110 feet and the tunnel has been driven in for a distance of 425 feet.

Cascade.—The driving of the drift tunnel is in progress, and it is now in for a distance of 125 feet. The ledge continues about the same width and the ore met is of a pay grade.

New St. Elmo.—Work continues, but is being carried on by hand, for the reason that owing to the faults in the valves the compressor plant had to be abandoned.

No. 1.—The usual development is proceeding upon the various levels which are being extended and the ore bodies shown up.

Rosland Shipments. The shipments last week were 3,461.5 tons, against 3,208 for the preceding week. The Le Rol broke all its previous records last week by sending 3,441 tons to the smelter.

Statement of shipments for the past week and year to date:

Mine.	Week.	Year.
Le Rol	3,441	24,623.5
War Eagle	1,096	10,960
Centre Star	7,045	12,945
Iron Mask	356	356
Evening Star	273	273
Monte Christo	205	245
I. X. L.	41	41
Giant	41	41
Total	3,461.5	44,045

The Smallmeads. Kennedy mountain claims are looking well. On the Dewey and Red Buck later developments are proving the ore bodies to be richer and stronger as depth is obtained.

Messrs. Silvertorne and Rogers are doing good work on the Hudson claim. The ledge is showing up strongly mineralized rock, which is increasing in value as depth is obtained.

The latest development of the Sunset, although disappointing from the fact that owing to breaking through a slip the shaft made water so fast that a temporary close down was necessary until a new pump is installed, is most encouraging. The last blast, at a depth of 100 feet, broke through a crosscut, the ore yet discovered in the mine. The bottom of the shaft is literally covered with rich copper, native, sulphide and borate, all being scattered thickly through the rock, making it a perfect kaleidoscope of color.

The richest quartz seen in the Kerekes valley has been found by Louis Yennem, who is working the group which bears his name. The claims are situated on the head of Ollala and 15-Mile creeks. Work is being done on the Pine claim, where a crosscut has been struck across the main ledge and cutting two smaller ledges which parallel it, as far as is known the ore body on the main ledge is five feet wide, while 10 and 22 inches of fine quartz carrying free gold is found on the smaller ledges.

# Murderer's Regrets

## Confesses He Deliberately Planned the Murders Committed on the Prinz Karl.

## Sorry He Did Not Kill Every Person Aboard the Steamer.

(Associated Press.)

Stockholm, May 18.—A dispatch received here to-day from Eskilstuna, 57 miles west of this city, says that Philip Nordlund, who was arrested there, has now fully confessed that he deliberately planned the crimes committed on board the steamer Prinz Karl, on Wednesday night, when he murdered seven men and wounded five others, a woman and a boy, after which he escaped in a boat at Koping.

The fact of his confession became known last evening, but he did not enter into details until to-day. He says he deliberately planned the crime and bought the revolver with the express intention of robbing another steamer at a most satisfactory manner. Engineers of the Red Mountain railway are now locating the spurs of the main track which will run to the foot of the Josie and No. 1 tramway, and also to the Nickel Plate mine. The showing on the Annie test it will be remembered is also a test of the values on the north vein of the Le Rol property itself, is still exceptionally good.

On the Iron Mask the country between the main and north veins on the 400-foot level is proving exceptionally well mineralized.

There is a further increase in the output for the past week as compared with last. The total shipments are 3,461.5 tons as against 3,208 (corrected) for the preceding week, or an increase of 153.5 tons.

Velvet and Portland.—Mr. A. G. White recently made a trip to the Sophie Mountain section in the interest of his company, the American Corporation, Limited, and while there spent a day looking over the Velvet. Particular attention was paid to the recent surface discovery. This was made at a point 86 feet southeast of the main shaft while making excavations for the foundation of a stable. There was about 12 inches of alluvial drift, the surface being known as the "recent," on the surface. Here a vein six feet and a half of solid ore was uncovered. There is four feet of a specific iron carrying free gold and two feet of chalcocite. The walls of the ledge are siliceous, evidencing the character of a true fissure vein. The country hanging is highly mineralized with copper. It would lead to the belief that one was not through the lead, but this runs a slip and parallel or associated veins follow.

Mr. Fischer, one of the Boer envoys, when shown the published report of the Boer delegates were reported as having made indiscreet statements on the steamship to an employee of a London newspaper, said yesterday that the story was false in every material particular.

The difficulty in forwarding ammunition adds to the gravity of the situation at Kumasi. Native carriers refuse to go there at any price.

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