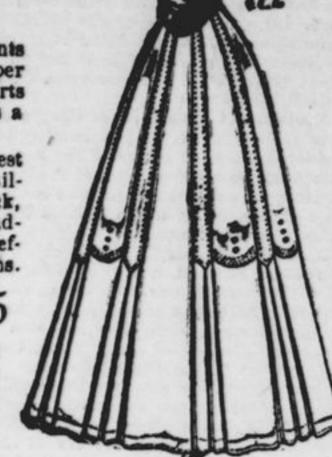
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We have an extra large stock of Boots and Shoes. We buy our Boots direct from manufacturers, thus saving the middle-man s profit. Our stock is extra well assorted in all lines, composed of the very latest styles for fall wear. In Women's Men's, Boys' and Children's Boots, you will find if you buy your Boots from us you will have ease and comfort and warm, dry





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Odd Pants for Men from \$1.50 to 5.00 Odd Vests for Men only \$1.00, all new

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# Bring us Your Fowl

Dead or alive. No poor fowl taken Highest price for produce.

Taylor & Co., Dromore as possible, Have pupils read, read, read and power and skill will be the result.

### Convention Papers.

#### **Primary Reading**

speak of the various methods of teaching reading but to emphasize a few points in connection with this most

important subject.

1. The most important and most difficult factor in the problem of teaching reading is the development of a desire to read. In the case of a child reared in the literary atmosphere whose mind has been soaked in good literature,—the nursery rhyme, the fairy tale, the myth,—this factor vanishes. Such a child has a strongly and naturally developed desire to read. He is eager to unlock the mysteries of books because they contain that which his previous experience has taught him to love. But unfortunately in the omany cases, the child has not in his home been surrounded by this atmosphere. so favorable to natural Children's literature should be the best. The mosphere is to us grown-up children when we attempt to read something which does not interest us. How much more will this apply to little children's literature should be the best. The mosphere is to us grown-up children when we attempt to read something which does not interest us. How much more will this apply to little children's literature should be the best. The mosphere is to us grown-up children when we attempt to read something which does not interest us. How much more will this apply to little children's literature should be the best. The mosphere is the fairy tales bear the same relation to reality as color and perfection of form bear to thermose, and further the marks and fairy tales bear the same relation the first germ in the heart of a flower, and further the marks and fairy tales bear the same relation to the first germ in the heart of a flower, and further the marks and fairy tales bear the same relation to the first germ in the heart of a flower, and further the marks and fairy tales heart of a flower, and further subjects of a child's heritage of books of pure delight which the first germ in the heart of a flower, and further subjects of the marks and salves and child's heritage of books of pure delight which the first germ in the heart of a flower, and further subjects of a child's heritage of books of pure delight which the f mosphere, so favorable to natural growth, and the teacher must, in-stead of introducing the child to the difficulties of formal lessons in reading go back to his stand point and as far as possible do the work which the home has failed to do. Sometimes it is necessary to spend the greater part of the first few months of the child's school-life, in the attempt to fan into flame this spark of desire for know-

The pupil should from the beginning if the subject is properly taught, read as fluently and expressively as he Busy work in connection with reading; speaks. There is no stage in his career as a student of this subject when he reads in a slow, hesitating or monotonous manner. If a child has been carefully prepared to read a sentence there is no reason why his expression of the thought should not be as natural as his usual expression in conver-

sation.

But what is involved in this necessary preparation? The subject matter of the lessons must be something in which he is keeply interested. Withwhich he is keenly interested, With- say Friday afternoon out this no real progress can be made Remember, this must be a genuine in-terest in that which the words symbolize rather than in the words themselves. If the text book in reading provide this interesting material, well and good; if not we must seek it elsewhere. A hu man soul is of more account than a text book. Then the pupil must be perfectly familiar with the written words and phrases in the sentence. The ettempt to combine the difficul ties of word recognition with the interpretation of thought is one of the commonest errors in teaching reading.
The learning of words and phrases and the getting and giving of thoughts belong to two different stages, and should during the habit forming stage

And our land in example of the property of the prope

Every teacher of little children should not only be a good reader but a good story teller. Everything told is so much stronger than if read Children can be drawn like a magnet by the story-teller's art. To cite a quotation from a book, "How to tell stories to children"; with few exceptions children listen twice as eagerly to a story told as to one read, and even a 'recitation' or a so called 'read-ing' has not the charm for them that preference. The great difference is that the teller of stories is free, the reader is bound. The book in hand or the wording of it in mind binds the body, eyes and voice, as aids in ex-pression. Eyen his mind is unbound, being so full of what he has to say. For this reason a story told is more

al in experience is a very human long-ing and this instinct or longing is especially strong in children. It finds expression in their delight in cales of what father or mother did when they were little, of what happened to grand-mother when she went on a journey. which are not in themselves personal; which takes their personal savor merely from the fact that they flow from the lips in spontaneous homely phrases with an appreciative gusto which suggests participation.

possession of this country, but they were never a great people. After all, the chief factor in a pation's greatness is her sons and daughters.

And what are some of the qualities which we wishto possess and retain

The greater ease in holding the attention of children is, for teachers, a sufficient practical reason for telling stories rather than reading them. It is incomparably easier to make the necessary exertion of "magnetism" or whatever it may be called when nothing else distracts the attention. One's eyes meet the children's gaze naturally and constantly; one's expression responds to and initiates theirs without effort: the connection is immediate. For the ease of the teacher then, no less than for the joy of the children may the art of story telling be urred as

The egg is in the egg cup. Sam is at the pump.

Meg has a dust pan, &c, when pupils are at a imparatively early stage in phonics. This was them practice in reading and in expressing the shought by the drawing.

It is practice in a wide field that is desirable.

Provide variety of seading, matter simple enough for the child to read with ease and let practice make perfect. [Give plenty of sight reading from the blackboard.]

As to the subject matter of the reading lessons: Children's literature should be largely imaginative, because childhood is the period of life when the imagination is most easily developed. "The imagination is of all the faculties the most difficult to control, it is the most elusive of all, the most far-reaching in its relations, the rarest in its full power. But on its healthy development depend not only the sound exercise of the faculties of observation and judgment, but also the command of the reason, the control of the will and the quickening and growth of the moral sympathies. The means for its culture which good reading affords, is the most generally available, and one of the most efficient.

Children's literature should be the best. It should be nothing but what inculcates noble, healthy and vigorous sentiment, which cultivates the taste and charms and uplifts the imagination, which tends to introduce in character things which are "true, honest, just, pure, lovely and of good report."

Matthew Arnold says that good literature consists of the "best things said in the best way.,' There are plenty of books containing such which children can understand, appreciate and assimilate, but the field of bad literature is just as broad flame this spark of desire for know-ledge which the soul starving conditions of the home have not entirely extinguished.

It is the duty of the teacher to give the pupil power to choose between the good and the bad. To this end good reading must be made more attractive than bad and the growing intelligence of the child must be fed with nothing but that, "the virtue of which has been proved by long

It might be well to add a few suggestions for 2. Making words from tickets which are dis-

3. After learning a new element, see how many words they can find containing it on a 4. Picturing the thought or illustrating new lesson before having it for reading.

#### THE TEACHER'S RESPONSIBILI-TY AS A CANADIAN CITIZEN.

(By Miss Isa Campbell, Boothville.) est country in the world. It pleases own experience we all know how us to hear of development and growth | much our teachers had to do with in other countries, but our first in forming our ideals. terests are and should be with our beloved Dominion.

and beauty, is one of which any peo- and ventilating. Insisting on correct

whose resources are only in the early | gently care for the body. In short, stages of development, and thousands the school should be so conducted whose development but serves to that it may be a benefit rather than show limitless resources.

But this is not all we have to be proud of as Canadians. To no other land in the world has there fallen such a dower of beauty as to our strong, none of the powers of the reader, the story teller is bound by nothing; he stands or sits, free to watch his audience, free to follow or "Our Lady of the Snows" combine spend class time in leading them to pick out the important points for themselves. In the first case, the "Our Queen of the Summers" and pick out the important points for lead eyery changing mood, free to use forces to produce scene after scene of unsurpassed grandsur.

It was my privilege during the va cation to see something of our Westspontageous than one read, however ern Country. An American woman well read, consequently the connection who had travelled extensively with the audience is closer, more electhrough the western part of the contric, than is possible when the book tinent, after describing the various places she had been, said "No route Beyond this advantage is the added that I passed over afforded as grand charm of the personal element in story telling. When you make a story your own and tell it, the listener gets the story plus your appreciation of it. It Europe, were in the same coach with scenery as the Canadian Rockies, and comes to him filtered through your me on that particular route and they own enjoyment. That is what makes | made the remark that neither Switzthe funny story thrice funnier on the lips of a jolly story teller than in the pages of Life. It is the filter of person-sonality. The longing for the person-tural beauty try equalled Western Canada in na-

But though the extent, resources and beauty of a country may give space, scope and inspiration to its inhabitants, they do not make a great great nation. The North American Indians, at one time, had undisputed possession of this country, but they

which we wishto possess and retain to further our Dominion's best inter-

The Roman nation was at its zenith when her people paid strictest attention to the physical development of the body, when we find them habitually engaging in athletic sports and paying strictest attention to the laws of alegaliness and health. And we. though we do not wish to carve ou Empire with the sword, want our citizens a strong, vigorous people, broad shouldered, full chested, muscular, erect, having bodies which are in themselves a preventive of dis

Combined with bodily power and slessly dependent on it is another requisite, Mental strength. Where sconomical Stoye on fuel. the body of the people give attention to weigh carefully and understand the affairs of the school, province and nation; where their judgments are

But of even greater value to the nation is Moral Strength. Take for example Martin Luther and we see what moral strength in one man has done for a country, has done for the world. Then let us look once again A.

gradually lose her moral prestige, her visit to Yellowstone Park and her people given over to intemper- the Grand Canyon of Colorada, said ance, dishonesty, vice and self gratifi- "Since I was a child at school it had cation in its many forms and natural-ly follows her physical, intellectual National Park and the Grand Canyon and national decline. and I was not disappointed in their

Then twined and intertwined with | beauty." Just then I experienced a Physical, Mental and Moral Strength | somewhat guilty feeling as to how must be the binding chain, Patriot- much my pupils knew of Banff Naism,—that fervid love of country, tional Park although it is the largest which makes men ready to sacrifice in the world and has been not inpleasure, leisure, wealth and life it . appropriately called, "The Playself if need be, that devotion which ground of the World." After I got says not "What my Country does is home I took an annotated time table Right," but which does its part to and read up the description of the make "My Country Ever Right," National Park. Then I found a that feeling which made Champlain further descriptson of it in the labour so unselfishly, with so little "Globe Supplement" and I intend hope of personal reward, which made benceforth, that my pupils shall Daulac and his sixteen companions know we have a National Park and ready to face Indian multitudes and also something about it. And be-Indian tortures, which made Wolfe's sides knowing of the extent, resources death happy, and Brock's last words, and beauty of a country, a knowledge "Push on Brave Volunteers;" which of the struggles and difficulties o led so many brave Canadians to the the heroes who helped make the Transvaal "To die for the grand old nation what it is, is inspiring. And Flag," and which makes men to-day on par with a knowledge of our heroes ready to sacrifice their personal in | should be a knowledge of the flag itterests for their country's good with self, the Canadian ensign as well as the spirit of the Roman.

When Roman, in Rome's quarrels, Spared neither land nor gold, Nor son, nor wife, nor limb, nor life, In the brave days of old.

Has a teacher any responsibility as which the flag is used. are enjoyed to the condition of the nation? We by the children and help to develop have all of us probably noticed in the love of country. On Empire Day we different places we have been a difference in the common standard physically, mentally and morally. Perhaps some of us have met with people whose beliefs were simply and solely a family legacy, whose ideas of truth and honesty were like that of the Spartan, not to be caught, whose virtue was of the order of those for whom "the sun writeth laws," whose patriotism was never in the way of their personal benefit and to whom the flag was an item of extravagance. And where lies the best chance for bettering these conditions? "The child is father to the man;" the school makes the community, the communities the nation, and the teacher makes or unmakes the school. I do not mean to say that a

teacher can mould a child to any. Canada is to us the best and great- thing he wishes, but looking at our In what way can the teacher help

the physical well being of the child? And our land in extent, resources, First in importance is the heating position in sitting and standing, and Canada extends from the Atlantic correct habits of breathing are of value to the Pacific and has an area of over to the child. Habits of neatness and three million six hundred thousand cleanliness may be fostered. The square miles. In this vast territory present curriculum gives freedom to there are thousands of square miles make the study of physiology as whose resources are entirely un- practical as possible, that is to teach known, thousands of square miles it in order that the child may intellia hindrance to the physical strength; so that the mind be not cultivated at the expense of bodily strength. That a child may be muztally

"Land of the Maple," with its great | mind must be neglected, for example, chain of rivers and lakes, its vast it may be easier and quicker to write prairies, its foot hill country, culmin. out history notes for pupils than to child may be able to recite more history, but the teaching of a child to do will not be lost on him in later years. The reading of Current Events as well as of History is of use in developing an interest in public affairs, and the discussions of the same may be conducted so as to do I'll much toward making a child, unbias ed, broad, and fair in his judgments, Opportunities for cultivating Moral Strength are numerous. One of the the above well known Implements— Binders, Mowers, Dils' Harrows best things for this is, obedience, that is when the force compelling it Disc Cultivators, Marrie Spreaders Hay Rakes, Hay Lo rs. Ha Tedders, Massey-Harris Cream Sep'rators

is from within, not from without, when the child is led to realize it is his duty to obey and yields obedience on that account. Literature, biography and history abound with examples of ready obedience, hero- Proven Steel Tracks, ism, purity, bravery and truth. Singer Sewing Machines, These have their moulding effects Walkerton Marble Works, when the pupils attention is drawn The Bell Organ & Piano Co., to them, for if our ideals are high Churns and Washing Machines, they will surely tend to raise us.

grantford, Brockville, Grey Carriages And another thing tending to make good citizens and to inculeate love of gountry, is a knowledge of the land wherein we dwell. The lady, whom I mentioned before, in speaking of

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the Union Jack and something of the

ensigns of our sister colonies. When

an interest is felt in the flag. pleasure will be taken in knowing its history.

Patriotic songs and exercises in

Continued on Page 5.

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smoker customer's tastes

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