WORK DONE IN THE SCHOOLS OF MINNEAPOLIS

II.--LANGUAGE AND GRAMMAR, GEOGRAPHY AND HISTORY

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TEACHERS in the seventh and eighth grades in the Minneapolis schools are supposed to teach technical grammar and give advanced lessons in language. The strength and weakness of these two lines of work are creditable to the text book in use and to the teachers. No definite purpose appears to pervade all the schools from a course of study. I observed good teaching of technical grammar by those who judiciously omitted the strained attempts of the author to impress a discovery. Those who adhere to the plain unquestioned facts of English inflection make progress. Those who are dazed by the learned efforts of the text book author usually succeed in befogging the pupils as they are befogged by the author. No author has written and no firm has published an infallible guide to the acquirement of power to write and speak the English language. Too many authors assume that there is a royal road, by rule to the acquirement of English. The fundamental principle that "English is learned by using and speaking English" is overlooked. The old way was very good, to a limit. Nouns, pronouns, etc., it is well to know, but no one uses a noun or a verb correctly because he knows it is one. The absolute rules that govern English forms of speech are few. The rules made by authors that do not apply are many. Great freedom must be permitted in form, in selection of words and even in their use. Why do many of the best paid writers and speakers use "shall" and "will" almost simultaneously? I do not mean that nouns and verbs need not agree in number and person, but that a verb is not necessarily classified as pure or impure. One must know the forms of irregular verbs, but one should not waste time by inflecting regular verbs. If the non-essentials of inflection were extracted from English grammars the books would be much improved and much reduced in size.

Grammar and Language.

Following are some sample papers in the language exercises:

B. seventh grade, forty papers. A weekly story; fourteen marked "good," one very good.

THE LITTLE LOAF.

Once when their was a great famine in the land, a rich man asked twenty of the poorest children to come to his house on a certain day. The day came and the eager children crowded in the hall, waited for the man to appear. He soon came and leading the children to another room, showed to them a basket, and said: "Children, this basket has twenty loaves in it. You may each take one and return for another to-morrow." The children rushed forward and struggled and quarreled for the largest loaf. When all the loaves were gone except one small one, a little girl named Gretchen, who had patiently waited till the other children had taken their loaves, took it, kissed the man's hand and went home to her mother. When her mother cut the loaf open bright pieces of gold and silver rattled and fell on the table.

Her mother told Gretchen to take the money back to the man. When Gretchen told the man her message, he said: "I gave that money to you because you waited so patiently and took the smallest loaf."

THE LITTLE LOAF.

Once when there was a famine thruout the country a rich gentleman ordered the twenty poorest children in town to come to him. When they came he set a basket of little loaves of bread and said: "These are for you, my children; if you come to-morrow at the same hour there will be more bread here."

The children made a mad rush for the basket, all trying to get the biggest loaf. One little girl, poor but neatly dressed, took the last and smallest loaf, stepped up to the man, kissed his hand, then ran swiftly home.

Next time this little girl did the same, running quickly home, when her mother cut the loaf open that evening a number of shining silver pieces fell out.

When the mother saw these she said: "Go quick, my child, take them back to the gentleman. Go quick."

When Gretchen reached the man and told him her message, he replied: "No, no, my child, it was ment for you."

Then Gretchen ran happily home.

B. 8th grade. Original marked "very good."

THE SCHOOLROOM CLOCK AND WHAT IT SEES.

It is still quite dark. But for the scurrying of the rats and my regular "tick, tick, tick," all is quiet. The faint light brightens into morning. When my hands point to the figure eight the door opens and the teacher enters. She has a number of papers to correct. Very soon the children begin to arrive. They gather about in groups and talk until the gong sounds. Then the lessons begin. Some recitations are good and show hard study, but others are very poor.

I wonder what is the matter with Frank. He sits so still. Ah, now he is playing the old trick, but I fear he will not come out so well as usual. Yes, it is as I predicted. The teacher sees him as he dodges. What happens next I do not like to relate.

Mabel, you had better not eat that apple until you go out at recess. She will not listen to me, but nibbles away at it.

Poor Anna has a headache. She is too bashful to tell the teacher and so gets a scolding for unprepared lessons.

When the children have gone home, the janitor sweeps and quiet settles down again on the little schoolroom.

A. 8th. A ten minute dictation exercise. Forty-four pupils. Very few errors.

DICTATION.

1—John, come here.
2—Did you hear me, John?
3—Now, John, did you hear?
4—'Dear me,' said the old lady, "such a sight will spoil my sight for life.
5—The old man was right. He said God would send you back, and here you are.
6—Don't forget to write your very best.
7—On the sixth of January, eighteen thirteen, the inhabitants of a lonely dwelling, near a certain city in Germany, were in great alarm.
8—May I go, too? There will be two others.
9—He was born April 15, 1865.
10—Here is your knife, Mr. Wright.
11—"Where did you set it?" asked the boy.
12—Where's Fred? He's behind-hand, too.
13—Wouldn't Henry buy it?
14—I'm learning to draw.
15—The valleys were full of flies.
16—The spider's web is broken.
17—Ladies' gloves for sale here.
18—"I am afraid," said Garfield, "to do a mean action."
19—Two too many are too many to go.
20—Henry, where is site on which you build?

General Questions for a Test.

B 8th GRADE.

1—Define personal pronouns, interrogative pronoun, relative pronoun.
2—Name one singular demonstrative pronoun and one plural demonstrative pronoun.
3—Use an indefinite pronoun in a sentence; underline the pronoun.
4—What properties have pronouns? Why do pronouns admit of inflection?
5—How are the old forms of the possessive of the personal pronoun now generally used? Can you give any reason for this?
6—How are the personal pronouns compounded? For what purpose is the compound personal pronoun use in the sentence?
7—What is the antecedent of a pronoun? Which relative pronoun is peculiar? In what does its peculiarity consist?
8—Name the compound relatives. Parse underlined pronouns.

There were thirty-three pupils who wrote answers. The paper published was marked 99. Other marks were 96, 90, 80, 74, 73, down to 26. The one who holds the record 26 bears an American name. Perhaps a new pupil. Answers to nine and ten omitted, but they were correct.

1—(a) A personal pronoun is a pronoun that stands for some person, such as you, we, I, he, etc.

(b) An interrogative pronoun is a pronoun that is used in asking questions, such as who? which? what?

(c) A relative pronoun is a (relative pronoun) pronoun that names the same thing as its antecedent. It is used as a part of speech in the clause and is used to connect the clause with its antecedent.

2—One singular demonstrative pronoun is "this." One plural demonstrative pronoun is "these."

3—Some (indefinite) said "John, print it"; others (indefinite) said "Not so."

4—(a) Pronouns have persons, number, gender and case. (b) As pronouns have number, gender and case they admit of inflection.

5—(a) The old form of the possessive personal pronouns are now generally used in speaking of the Deity and in the Bible. They are frequently used in as nominatives or objective cases.

(b) Because they are only used in poetry and not in common speaking.

6—(a) Compound personal pronouns are formed by adding "self" or "selves" to the simple form as himself, ourselves, themselves.

(b) The compound personal pronouns are used to give emphasis to the noun or pronoun which it modifies.

7—The man (antecedent) who (pronoun) sat in his chair fell asleep.

The antecedent of a pronoun is the noun or pronoun for which the pronoun stands.

10—Whatever, whatsoever, whoever, whosoever, whoso, whichever are the compound relative pronouns.

The following required simply the naming of the parts of speech. B 7th, grammar.

1—Run (v.) and (con.) play (v.) about (prep.) the (adj.) gate (n.).
2—The (adj.) cattle (n.) browsed (v.) on (prep.) the (adj.) tender (adj.) cane (adj.) leaves (n.).
3—They (pron.) had (v.) crossed (v.) two (adj.) ranges (n.) of (prep.) mountains (n.)
4—Buffalo (adj.) meat (n.) was (v.) their (pron.) chief (adj.) food (n.).
5—Were (v.) the (adj.) Indians (n.) on (prep.) the (adj.) war (n.) path (n.)?
6—He (pron.) was (v.) pleased (n.) with (prep.) his (pron.) new (adj.) home (n.).
7—The (adj.) soil (n.) the (adj.) trees (n.) and (con.) the (adj.) rivers (n.) were (v.) dear (adj.) to (prep.) him (pron.).
8—Go (v.) and (con.) shut (v.) the (adj.) door (n.).

Commendable work is done by many pupils and teachers in technical grammar, work that could not easily be presented in type, but the language work in grades seven and eight is not more satisfactory than in lower grades.

The weakness, in my opinion, is not in the teachers' ability, but in lack of practical purpose and intelligent conception of the essentials of results. A new look out from or into language and grammar, must be had before pupils will command English commensurate with their knowledge of and appreciation of other subjects in these grades. Pupils write too much about that of which they know nothing or very little, and thus often harm their English, because they do not know what to say. No writer can secure readers who does not know his subject.

GEOGRAPHY.

The old time method of studying geography by definitely locating on the map, cities, rivers, mountains, lakes, straits, etc., had merit. The same is true of the old-time method of learning dates in history. If compelled to accept all the work in school on the old line plan or the new, I would accept the new, but it is evident that the pendulum has swung too far away from the method of learning definite facts in both geography and history. Pupils are not scarce in Minneapolis who can talk glibly of causes of seasons, or general contour of coast lines, or who can give fair reviews of the products of the nations, but who cannot name the states that touch the Mississippi; cannot tell whether Pike's Peak is in Utah or Colorado; cannot locate even the states in which many of the most important cities of the United States are, to say nothing about those of other countries.

Many of the children who can write facts about "The Pilgrims" do not know where Plymouth is located. The fact that a pupil can tell the causes of the Revolutionary war or the War of 1812, does not prove that he can tell any definite thing about any leader in either army.

I do not urge that children know less of the causes for climate, for revolutions, or for any fact of geography or history, but unhesitatingly assert that the good old time method of learning things exactly should not be dropped. The sacrifice is too great.

In geography in the A 6th grade:

1—Give three reasons why the change from winter cold to summer heat in our northern interior is very great.
2—Why is the northern part of the western coast so well watered?
3—What two states take the lead in the production of cotton? What city has the largest flour mills in the world?
4—What valuable forest trees grow on the coastal plain? Where is redwood found?
5—What state ranks first in the manufacture of boots and shoes? In dairy products?
6—Name and locate the city which leads in the manufacture of woolen carpets. Name the city famous for salt mines, for having large silk factories, for having a United States navy yard.
7—Name the southern states, both eastern and western sections. Which of these states have no coast?
8—What waterways do the central states have for inland commerce? Name two important industries of these states.

The time for examination was two hours. Three papers were marked over 95, nine between 80 and 95, ten between 70 and 80, and the other twenty-five below 70. Here is a sample set of answers:

1—The change from summer heat to winter cold is so great in our northern interior because the summer sun is high and the daylight long and the winter sun is low and the daylight short. (2) And the temperature changes more on land than on sea. (3) And the northern interior cannot feel the breeze and current as the lands near the coast.

2—The northern part of the western coast is well watered because the westerly winds always reach their, and these winds carry much rainfall.

8—The two states that lead in the production of cotton are Georgia and Texas. Minneapolis has the largest flour mills in the world.

4—Valuable forests of pine grow on the coastal plain. Redwood trees are found in California.

5—New York ranks first in dairy products. Massachusetts ranks first in boots and shoes.

6—Philadelphia in the southeastern part of Pennsylvania, leads the world in woolen carpets. Syracuse is famous for its salt mines. Pittsburg is famous for its iron and steel goods. Paterson has large silk factories. Opposite Portsmouth, in Kittery, there is a United States navy yard.

8—The southern states of the eastern and western sections are North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Louisiana, Texas, Arkansas and two territories, Oklahoma and Indian Territory. The states having no seacoasts are Arkansas and Tennessee.

8—Savannah in the northeastern part of Georgia; its two leading products are resin and turpentine. Birmingham manufactures iron and steel goods. Birmingham is in Alabama.

The geography questions in the A sixth grade are suggestive. The answers are not at hand. The questions:

1—Name the chief occupation of the upland region of the southern states.
2—What products are raised on the warm coastal plains and flood plains?
3—Locate Savannah and name its two leading exports.
4—Name a city of the southern states engaged in the manufacture of iron and steel goods. In what state is it?
5—What state takes first rank for cotton and cattle. What one in sugar and rice?
6—Describe the surface of the central states. What are three leading occupations in this section?
7—Give two reasons why Chicago has become so great a city.
8—For what is Minneapolis noted.
9—What state ranks first in the production of silver? In the production of copper?
10—How did the United States come into possession of Alaska?

Here is a review in geography in the B sixth grade:

The Rocky mountain highland is in the western part of North America.

The Rocky mountains are in the eastern part of the Rocky mountain highland.

The Sierra Nevada mountains are in the southwestern part of the United States.

The Sierra Madre mountains are in the western part of the United States.

The Cascade range is in the northwestern part of the United States.

The Coast mountains are in the western part of the United States.

The Columbia plateau is in the western part of the United States.

The Colorado plateau is in the northwestern part of the United States.

The great basin is in the west central part of the United States.

The Mexican highland is in the western part of North America.

The Central America highland is in the southern part of North America.

I was entertained by a twenty-minute paper in a B seventh grade, which has been taking trips to Europe. The entire set of papers prepared by the class deserves praise. The children in this class represent many nationalities and they have exhausted the knowledge their parents have of the home lands.

A One-Word Answer Test.

I was pleased when I found this work. One principal at least believes in teaching facts as well as ideas in geography. Twenty-five pupils wrote the answers. The questions were not previously discussed altho the countries had been studied. Two were marked 100, eight got 90 or more, eight got 80 or more, four got 70 or more, two got 68, and one got 58.

The Questions:

1—What ocean north of North America?
2—Name ocean east.
3—Name ocean west.
4—Name gulf south.
5—Name country north of the United States.
6—Name country south of the United States.
7—Name country northwest of Canada.
8—Name the group of islands southeast of the United States.
9—Name the large island southeast of Canada.
10—Name a large bay in Canada.
11—Name a large gulf between Mexico and Lower California.
12—What peninsula in the southeast part of the United States?
13—What peninsula extends from the southwest part of the United States?
14—What river flows south and empties into the Gulf of Mexico?
15—What river flows north and empties into the Arctic ocean?
16—What river between Mexico and United States.
17—What river rides in the great lakes and flows into the Gulf of St. Lawrence?
18—Name an eastern tributary of the Mississippi.
19—Name one western tributary of the Mississippi.
20—Name another western tributary of the Mississippi.
21—What island east of Greenland?
22—Who owns Alaska?
23—What large river flows thru Alaska into Bering sea?
24—What isthmus between North and South America?
25—Who owns Canada?

The correct answers are:

1, Arctic; 2, Atlantic; 3, Pacific; 4, Mexico; 5, Canada; 6, Mexico; 7, Greenland; 8, West Indies; 9, Newfoundland; 10, Hudson; 11, California; 12, Florida; 13, California; 14, Mississippi; 15, Mackenzie; 16, Rio Grande; 17, St. Lawrence; 18, Ohio; 19, Arkansas; 20, Red; 21, Iceland; 22, United States; 23, Yukon; 24, Panama; 25, England.

A class of fifteen answered the following with these standings: One got 100, two over 90, seven over 80, one under 70. The teacher simply told the principal to make the questions on Asia, Africa and Australia, as the pupils had studied these countries. It was an impromptu test of one-word answers. The questions:

1—Sea that washes the shores Asia and North America.
2—Ocean south.
3—Sea between India and Arabia.
4—Sea east of Korea.
5—Sea north of Africa.
6—Sea between Asia and Africa.
7—Island southeast of Africa.
8—Name island south of India.
9—Name group southeast of Asia that belongs to us.
10—Name large island north of Australia.
11—Name island east of Asia where live the most progressive people of Asia.
12—Large gulf west of Africa.
13—Name a large peninsula of southern Asia that belongs to England.
14—Name peninsula between Red sea and Persian gulf.
15—Name peninsula that extends from northeastern Asia.
16—What salt sea forms part of boundary between Asia and Europe.
17—Mountains north of India?
18—What river of India flows into the Bay of Bengal?
19—What river of China flows into the Yellow sea?
20—What river of Africa flows into the Mediterranean sea?
21—What river of Africa flows into the northern part of the Gulf of Guinea?
22—In what lake does the Nile rise?
23—What large river flows from the lake region into the Atlantic ocean?
24—What gulf on the border of Abyssinia?
25—In what country has a war lately been fought?

Another Plan.

A review test is given by writing, say fifty words, on the board after the study of a country is finished. Then each pupil writes:

——— is a mountain in the northern part of ———
——— is a city that manufactures ———
——— is a river that flows in the ———

HISTORY.

I cannot express heartiest appreciation of the work in United States history. Even the supply of books containing inspirational stories of history seems small in the lower grades. I do not see the value of injecting English history in the seventh grade. A few pages of English history read by pupils to the class daily, might yield returns, but the study, as pursued, seems to prevent proper consideration of United States history. The facts of United States history are neglected. I could not get hold of a lesson to represent the way facts are impressed and learned except the written lessons by subjects, and these are so general that they are comparatively valueless as means to impress even a few of the many important unquestioned facts that should be learned. Here is a good history language lesson, impromptu, written in fifteen minutes in the A eighth grade:

OREGON TERRITORY.

The Oregon teritory is located in the northwestern corner of the United States.

The United States based her claims on: Early exploring of Lewis and Clark. Right of settlement. Spanish cession and England's claims were similar.

England claimed as far down as the Columbia river and the United States claimed and said it was 54 degrees 40 minutes.

The land in dispute was between the Columbia river and 54-40.

Long before when this dispute came up, the United States and England decided to hold a joint occupation of this territory.

Here is another in the same grade at the same time, and impromptu:

WAR OF 1812.

The causes of the war of 1812, as given in the president's proclamation, were, first, tampering with the Indians on the western frontier; second, interfering with our commerce by orders in council; third, placing cruisers off our ports and searching our vessels; fourth, impressment of our sailors, of whom there were over 6,000 in British service.

The treaty of Ghent did not provide for the amendment of any of the causes given in the president's proclamation, but it (the war) gained the respect of the United States thruout Europe.

Here is a regular topic lesson, marked 95:

Spain was the first country to send men to America to settle it. These men believed the Indian' stories and only searched for gold. Many men got their gold in Mexico and Peru. Then when the gold was gone they lived so grandly that they did not want to work. They married Indians but they did not make the Indians better, but they were made worse by the Indians.

France's colonists settled down in some cities, but most of them were fur-traders, and lived like the Indians. They also married the Indians but they made them better. They brought many priests along to convert the English (?).

The Dutch were traders, and only built colonies where they could trade. They let everybody alone if they were let alone. They fought only when some one affected their trade. They built some cities and trading-posts.

The English came over for agriculture and some for freedom of religion. They cultivated farms and plantations. They built large manufacturing cities. They came over only to claim the land and make a prosperous colony for England.

THE ANSWERS.

The thirteen original colonies were Virginia, Maryland, Massachusetts, New Hampshire, Rhode Island, New Jersey, New York, Pennsylvania, North Carolina, South Carolina, Connecticut, Delaware and Georgia.

Virginia was the first colony settled. It was settled in the year 1607 at Jamestown. Georgia was the last colony settled. It was settled in 1732 at Savannah.

The causes of the French and Indian war were: The conflicting claims to territory, especially in the Ohio valley. War between France and England. The King of Spain died without leaving any direct heir and the King of France's nephew, Don John of Austria, succeeded to the crown. This would have broken the balance of power and the Indian ravages in the colonies. The French and Indian war took place in 1755-1763.

The five objective points in the French and Indian war were Fort DuQuesne, which controlled the Ohio valley and the rivers Monongahela and Ohio and Allegheny. The next was Louisburg, which controlled the mouth of the St. Lawrence river. The next were the Forts Ticonderoga and Crown Point, which controlled Lake Champlain and the great road from New York to Canada.

The next was Niagara, which controlled Lake Ontario. The last was Quebec, which was the great French stronghold, which controlled the the St. Lawrence river.

Quebec, the great French fortress, was situated on the St. Lawrence river several hundred miles from its mouth. General Wolfe with 10,000 men and a fleet of war vessels was ordered to capture it. For a long time they failed but finally Wolfe discovered a path leading up to the town which was unguarded. So in the night the British troops floated in rowboats down the river and climbed the path; they were then challenged and defeated the few scattered Frenchmen. They then had time to land their army and in the morning they were ready for the French. General Montcalm, the officer commanding the French, then gave the English battle, but owing to the treachery of the governor, was defeated and killed. General Wolfe was also killed and two days later the city surrendered to the English.

The results of the war were: France surrendered to England all land east of the Mississippi except New Orleans, and three small islands off Newfoundland. France ceded to Spain all land west of the Mississippi and New Orleans. Spain traded Florida for Havana. England gained a vast teritory in the new world which with that which she had proved too great for her control. The war cost the colonies 30,000 men and $11,000,000.

The war caused a bond of union between the colonies. England granted the colonies free trade during the war, which, when the war was over, England tried to renew this tax it was resisted more firmly than ever. This war schooled the colonists in the art of war.

The revolutionary war started in 1775 and ended in 1783. This war was caused by the taxes put on goods and by the restrictions put on trade.

The stamp act was an act passed in 1763 by which the colonists were compelled to put stamps which were sold by England on very nearly all goods. These stamps differed in value from a penny to $50. All will or legal papers had to bear this stamp, and all newspapers had to have a stamp on. This act was repealed in the next year, all except a stamp on chests of tea.

The first continental congress met in Faneuil hall in Philadelphia. This congress sent a last petition to the king and a memorial to parliament. They also enlisted 20,000 minute men. They had for president John Adams.

Patrick Henry was an Irishman, whose father had been a colonial school teacher. He became a lawyer and was a great orator. He was the governor of Virginia during the war. He made several famous speeches and a reward was put upon his head.

England had a small tax on tea which they would not remove, then the people said they would not drink tea. About this time a shipload of tea arrived from England and after several mass meetings held by the people, they declared that the tea should not land. So the night before th tea was to be landed a party of men dressed as Indians threw the tea overboard into the sea. For this the king said there should be no trade with Massachusetts.

QUESTIONS.

1—Name the thirteen original colonies, giving time and place of settlement of the colony settled first; settled last.
2—Give time and cause of the French and Indian War.
3—Name the five objective points of the French and Indian War and tell why each was important.
4—Tell of the capture of Quebec.
5—Give the results of the French and Indian War.
6—Give time and couse of the Revolution.
7—What was the Stamp Act?
8—Tell of the First Continental Congress.
9—Who was Patrick Henry?
10—Tell of the difficulty in regard to tea.

INTERCOLONIAL WARS.

1—(a) To how many wars was this name given?
(b) Between what colonies did they take place?
(c) Of what great struggle were they a part?
(d) What other names are sometimes given to them?
2—The first intercolonial war.
(a) Date? (b) Cause? (c) Plan? (d) Two events?
(e) How did the war cease?
(f) Name the famous Frenchman who managed the Fr. side of the war.
(g) State three facts about him.
3—The second intercolonial war:
(a) Who were the principal allies of the French during these wars?
(b) What other ally did they have in the south during this war?
(c) How long did this war last?
(d) What did Eng. gain in this war?
4—The third intercolonial war:
(a) Name the principal events of the third war.
(b) Name a series of posts established by the French in the Miss. Valley between 1700 and 1720.
(c) For what did the British government exchange Louisburg?
(d) How did the Eng. colonists regard this trade? Why?
(e) Who were the Five Nations?
(f) What part did they have in these wars?
5—The fourth war:
(a) For what purpose was the Ohio Co. formed?
(b) What effect did the carrying out of this purpose have on the French?
(c) What point was called the "Gateway of the West," and why?
(d) Name some other "objective points" of this war, stating briefly why they were the points about which the war centered.

There were some famous men connected with this war, both in Europe and in America.

(e) Name a famous Prussian.
(f) Name a famous English statesman.
(g) Name an American young man who fired the first shot in the war.
(h) Name two generals, one French and one Eng., who lost their lives in the same battle.
(i) Name an English officer who would not take advice.
(j) Name an English officer having remarkable influence with the Indians.
(k) By what treaty was this war ended?
(l) How was the map of North America changed by this treaty?

These answers were marked 97:

1—(a) The name intercolonial wars includes four wars: First, King William's; second, Queen Anne's; third, King George's; fourth, French and Indian wars.

(b) They took place mostly between the French and English colonies.

(c) They were a part of the great struggle known as the French and Indian war.

(d) Other names given to them are—find it in A.

2—The first war was King William's war. (2) The date of this war was 1689. (a) James II. had been driven from the throne and went to France for protection and then the people invited William and Mary over to rule. So quarrels began between Frenchmen and Englishment.

(c) The plan was to cut the English off from the forests and fur trade with the Indians. So when war broke out between France and England they saw a good opportunity to do so.

(d) The two events were the burning of Schenectady and the massacres of Deerfield and Haverhill.

(e) The war ceased when Queen Anne took the throne.

(f The French man was Frontenac.

(g) He was an old man of about 70 years. He was like a boy and friendly Indians liked him. He was energetic.

3—The second of these wars was the Queen Anne's war.

(a) The allies were the French and Indians.

(b) The French in the south also had another ally, the Spanish, who hated the English for coming and settling in the Carolinas.

(c) This war lasted twelve years.

(d) In this war the English gained Nova Scotia, the country around Hudson bay and

4—The fourth war was known as King George's war.

(a) The first event was the capture of Louisburg and the destroying of Narridewach, in Maine.

(b) A series of fortified posts connecting the great lakes and the Mississippi valley were made. They were the Detroit, Vincennes, Kaskaskia and Cahokia. The British governors exchanged Louisburg for Madras in Hindustan.

(d) The English colonists disliked this because Louisburg was the stronger French fort except Quebec, and Madras was a heathen city.

(e) The Five Nations were a strong body of Indians who joined the English to drive out the French. They consisted of five tribes.

(f) When Frontenac tried to capture New York it was saved by the help of these Indians and Frontenac was forced to return to Canada because they were already making attacks on the towns. But he died, having too thoroly beaten these Indians that they could not take part in Anne's war.

5—The Ohio company was formed to survey the land around the Ohio river for the people of the English colonies had already began to look with longing eyes into the interior of the country.

(b) When the French heard this they hastened to fortify the great lakes and mountains so that they could not come into the interior.

(c) The point called the gateway of the west was Fort Duquesne, afterwards Fort Pitt, and then Pittsburg. This was at the junction of two rivers, where they go into the interior of the country and mountains were on both sides of this river, so it was very diffi-

Note—The remaining subject, arithmetic will be presented next week. This will be followed by conclusions to close the series.

THE TOGS TO WEAR WHEN YOU GO RIDING

"Vogue" Gives Out Illustrated Tips on the Proper Thing in Coat, Waistcoat, Neckwear, Leggings and All the Rest.

Correspondence of The Journal.

New York, May 21.—The man who is after riding togs will find a number of smart designs in coats, breeches, waistcoats, stocks, boots, etc., at all of the leading shops and the only puzzling thing will be to know just what to select. There are about as many distinctions of form or formality in riding clothes from fall hunting regalia down to the bare necessities of an occasional hour or two in the saddle, as there are in ordinary street or every day social life, and the average man will act most wisely if he chooses an outfit that will answer best for all occasions likely to arise, than attempt to be up to the very latest and most ultra touch of any one. What is the use of having a pink coat if one never is likely to follow so much as an anise seed bag, or the best design of polo breeches, if one never expects to play polo? What one will probably need if the necessity or desire for riding arises, will be a good looking suit for park or country use, a getup that will fill the bill creditably on all ordinary occasions.

The coat illustrated in this issue shows a style that is quite formal, even up to the point of following the hounds, as any man will require, and yet one that may be worn in the city parks or even thru country lanes, without attracting undue notice. The material is a hard finished gray worsted, tho any suitable cloth might be used, and the cut, while suggesting a narrow waist, is easy above the waist seam and full in the skirts. The collar and lapels are fairly broad (it is well to have a tab under the left lapel and a button under the right, so that the collar may be closed when turned up). The four buttons on the front, two on the sleeve and two at the top of the tails behind are covered with the coat material. The breast pocket is set to follow the line of the edge of the lapel and the large flap side pockets are set diagonally and fairly low in the skirts. The waist seam is welted or strapped and there are two lines of stitching around cuffs of the sleeves, but the other seams are simple and the edges are simply double stitched. It will be noticed that the opening at the neck is low enough to show an edging of the plaid flannel waistcoat worn underneath between the lapels and the stock.

The breeches should be of the same material as the coat, cut very full over the thighs, tight at the knees, where they button directly in front and with extensions and knee grips of gray boxcloth, or light buckskin breeches may be worn for hunting.

A less formal riding coat is that made much the same as the coat illustrated above the waist seam, but with skirts cut rounded in front instead of square, pockets set straight and buttons of bone. This may be in any of the mixed gray or brown cloths and should have breeches to match. Even still less formal is the sack riding coat model of black or mixed stuff, but tho good and serviceable for the country it is not strictly speaking so correct as the skirt coats and will not answer every purpose as well.

Unquestionably the most stylish and correct riding waistcoat is the Tattersall model shown by the accompanying drawing. This is almost invariably made of more or less loudly marked English flannels in plaids and checks of red, blue, yellow, etc., altho the one illustrated is quiet in tone, being a double line plaid in light gray and single stripe in dark gray or white and selected because of the undeniable vogue of gray effects this spring. The distinctive cut of the Tattersall vest is seen in the notched shape at the opening of the neck, for, while always single breasted and usually made with lowest button not intended for actual use. The pockets are finished in various ways, sometimes with single slits, as shown, sometimes with the ordinary stitching and sometimes with flaps. If one prefer not to go to the expense of a distinct riding waistcoat, one of checked or striped flannel of ordinary cut, but if possible, made rather high at the neck, will look well.

It is not showing any lack of dress etiquette to wear a turndown linen collar and four-in-hand tie with riding clothes in summer, but, while out of fashion for most purposes, the stock remains in the lead when on horseback. That shown in the waistcoat illustration of plain white cheviot tied in the ascot shape is a popular style, but the latest fashion of the swell world is the model illustrated by the single drawing. The fashionable haberdashers are making this up in checked, plaid and dotted silks and linens with border designs and in a variety of shades. It is folded in handkerchief effect and simply crossed over the front and held in place by the stick pin. Another design very much the same is a handkerchief stock folded from corner to corner so that the ends are pointed, and tied by merely forming a simple knot and letting one end fall straight down.

The most fashionable boots and riding gaiters are either the black enamel top boot, the tan or russet leather top boot stained is a proper color, the strap puttees known as the century and Stockwasser models or the Newmarket gaiter of tan leather. The last named is illustrated by the accompanying drawing and is the style very usually worn for informal park or country riding. In addition there are various kinds of box-cloth, corduroy and other leggings, including the spiral puttee, but while they may answer for country use they are neither smart, nor from a strict dress point of view correct.

—Vogue.

TATTERSALL PLAID RIDING WAISTCOAT.

A GRAY RIDING COAT.

FASHIONABLE STOCK FOR RIDING.

NEWMARKET RIDING LEGGING.

"ALL'S FAIR IN WAR"

Such the Only Consolation of the Perpetrator of a Mean Trick in War Times.

New Orleans Times-Democrat.

"My conscience has always hurt me just a bit about a little thing that happened at Helena, Ark., during the war," said a white-haired veteran, while musing over some of the side lights of the sixties, "and I do not mind telling you in a confidential way that I have prayed over it a good many times. Price was skirmishing around in the hills back of Helena at the time. The Confederate lines were in bad shape. Some of the southern men had crossed the river below Helena and were quartered in the Mississippi side of the river, on a little bayou which reached out from the main stream. The information reached me that the men were in a bad way, and that they needed provisions, clothing and a few other things. There was a certain merchant in Helena who had been doing a deal of smuggling, and I had been keeping pretty well up with him. Here was my chance. I told him he could sell some goods down below town if he could get out of Helena with them, and I offered to help him do it. He had a large yawl, which he had pressed into service before, and it did not take me a great length of time to convince him that we could use this yawl to advantage. He fell right into the plan. One night we loaded the boat down with an assorted cargo, clothing, food, and other things which the merchant had in stock. At that time you could hardly get away from the soldiers, but we managed to get out into the river without making much noise. It was a very dark night.

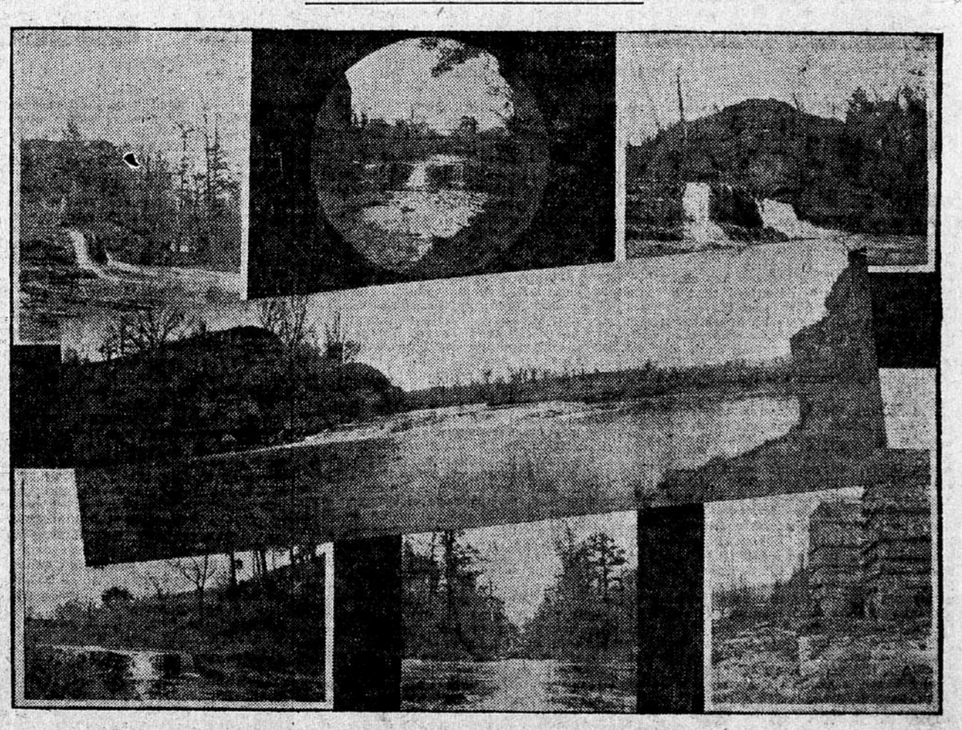
"When we had reached the current of the stream I suggested to the merchant that we lie down in the boat until we had drifted below the city. We allowed the current to drive us several miles below the city, in fact, as far down as I wanted to go, for I knew exactly where the Confederate soldiers were camped. We pulled into a small bayou and started to tie up. Suddenly a squad of men swooped down on us and placed us under arrest. Then they began to unload the boat. The merchant did not seem to care so much about the $2,000 worth of goods he had in the yawl, and which the soldiers had confiscated. He told me we were in great danger of being shot, but I consoled him by saying that I would fix up a scheme to escape. That night a squad was named to watch us until daylight. About 3 a. m. I nudged the merchant and told him the soldiers were sound asleep and we could get away. At first he was afraid of being shot, but I persuaded him that it was safe, and we skedaddled. I never saw a man run so in my life, and I was so tickled all the while that I could scarcely keep from letting the cat out of the bag.

"Up to this day that fellow feels that he owes his life very largely to me, when I had deliberately laid the scheme to rob him of a boat load of goods for the benefit of the Confederacy, and I have often debated the moral aspect of the question in my own mind. But I suppose all things are fair in war. Besides, the motive was to help the suffering Confederate soldiers, and not to hurt and harm the merchant."

If You Knew the Law

you would go fishing on the 30th of May at some point along the Soo Line. Learn all about it at the ticket office, 119 Third street S. New fishing folder now ready.

THE CAMERA CLUB'S ANNUAL OUTING



The annual outing of the Minneapolis Camera club will take place on Memorial Day, May 30, when the members of the club, their families and friends will join in an excursion to River Falls, on the Chicago & North-Western road where there is a wealth of opportunity for photographers. The picturesque Kinnikinnick and its south branch meet at River Falls and in the immediate vicinity are various falls, dams, bridges and pretty river views as is fully shown in the scenes reproduced on the club's invitation to join the excursion. The train will be sidetracked near the principal waterfall and all articles may be left in safety on the cars. Bicyclists who take their wheels will have an opportunity for a run to Clifton Hollow where there is a fine rocky gorge. There is also good trout fishing. The special train leaves the Minneapolis union station at 8 a. m. and River Falls at 6:30 p. m.