

### The Connell Stamp.

EDITOR EDUCATIONAL REVIEW, ST. JOHN, N. B.

Dear Sir,—I am inclined to think that Dr. George Stewart has done an unintentional injustice to Hon. Charles Connell in his note on the Connell stamp. A good many years ago I was in Woodstock, where Mr. Connell lived, and knowing him well I chaffed him about the famous postage stamp. He told me that what he felt most keenly about the affair was the charge of vanity urged against him. His explanation was, as well as I can remember, that it was necessary, as New Brunswick had followed Canada in adopting the decimal system, to change the designations of the New Brunswick postage stamps. As postmaster-general he had to carry out the change. He accordingly went, I think he said to Baltimore, to make the needed arrangements. There were several denominations of stamps, and the design for each had been settled, excepting for the five cents stamp. Being obliged to return somewhat unexpectedly to New Brunswick before that design had been agreed upon, he urged the designer to give him something definite about it. The artist said if the matter was left to him he would let the postmaster-general have something that he thought would please the people. Mr. Connell in "a moment of weakness" agreed to the proposal and left for home. When the first consignment of stamps arrived he was more surprised than anybody else at the selection made by the artist, seeing that the stamp bore the head of the Postmaster-General himself. He had not time to change the design, so he let it go. The day for the first issue came, and with it came a storm of popular wrath which the Premier of the day allayed by the only course open to him, viz., by requesting and obtaining Mr. Connell's resignation.

While Mr. Connell was giving me this version of the trouble we were walking in front of his house. He said, "I have the stamps here, for I felt that it was only right that I should pay for them out of my own pocket." Taking me into a room he showed me a great pile of the stamps, and said, "I am going to burn them." Thinking that a souvenir would be a good thing to have, I asked him if he would let me have a few. He at once acceded to my request, and I put some of them into my pocketbook. Soon after I learned that he had destroyed his "little Klondyke." Philately had not then been heard of, or if it had already made a beginning, it must have been confined to a few individuals. At any rate there is no such word in Worcester's Dictionary of 1860, and the definition of "stamp collector" is one who collects the duties from stamps. Now, so general has become the practice of making collections of postage

stamps, that "stamp collector" is almost exclusively used to designate the amateur or professional philatelist.

Mr. Connell did not know what a mine of wealth he had under his hand in those bundles of stamps. I have heard of a genuine Connell stamp being sold as high as \$120.

I understood from him that a very few of these stamps had passed under the official stamp, but how many I do not recollect.

GEORGE JOHNSON.

Department of Agriculture, Ottawa, January 30th, 1899.

For the REVIEW.]

### Music Lessons in School.—III.

BY LUELLA E. BLANCH.

It is a good plan to have a change of scale every week. Write, for example, the scale of *D*, and use it as drill for a week. Next week substitute the scale of *F*, with its signature; *A* for the next, and perhaps *E<sup>b</sup>* for the next, and so on, in any order the teacher chooses.

Grade III can easily be taught the relative values of notes and rests, and higher grades soon become accustomed to dotted ones. All this may be brought in to help the arithmetic, especially fractions. Then come the time-marks. Teach the children that  $\frac{4}{4}$  means that there are four quarter-notes in a measure, and have them count the measures, accenting the first beat—thus: *one*, two, three, four; *one*, two, three, four, etc. Teach, also,  $\frac{3}{4}$  time, using simple examples of both for illustrations; as

