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The Yarmouth Steamship Co.
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The Shortest and Best Route between
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The new steel steamer YARMOUTH will leave
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The YARMOUTH is the fastest steamer plying
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For Tickets, Staterooms, and all other information,
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White Flannel Trousers.
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make.

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Tenders will be received by the under-
signed at Annapolis up to August 6th at noon,
for the Cushing Gold Mining Company's
Property at Whiteburn, Queens County,
consisting of 114 Acres, together with 10
stamp Crusher run by steam; Cook house,
Blacksmith shop, Barn, and other buildings.
All in good order. Terms, Cash.

The Company do not bind themselves to
accept the highest or any tender.

By order,

A. D. MILLS,

Secretary.

Annapolis Royal, {
July 2, 1888. }

GOLD,
COAL,
AND

Contractors' Supplies.

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supply the same at Manufacturers' Prices,
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W. B. REYNOLDS & CO.
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THE ALARM OF THE ARMADA.

It was about the lovely close of a warm summer's day,
There came a gallant merchant ship, full sail to Plymouth Bay;
The crew had seen Castile's black fleet, beyond Aurigny's isle,
At earliest twilight, on the waves, lie heaving many a mile.
At sunrise she escaped their van, by God's especial grace;
And the tall Pinta, till the noon, had held her close in chase.
Forthwith a guard, at every gun, was placed along the wall.
The beacon blazed upon the roof of Edgecomb's lofty hall;
Many a light fishing bark put out, to pry along the coast;
And with loose rein, and bloody spur, rode inland many a post.

With his white hair unbonneted, the stout old sheriff comes;
Behind him march the halberdiers, before him sound the drums.
The yeomen, round the market cross, make clear an ample space,
For there behoves him to set up the standard of her Grace:

The fresh'ning breeze of eve unfurled that banner's many fold
The parting gleam of sunshine kindled that haughty scroll of gold.
Night sunk upon the dusky beach, and on the purple sea:
Such night in England ne'er had been, nor e'er again shall be.
For swift to east, and swift to west, the warning radiance spread
High on St. Michael's Mount it shone—it shone on Beachy Head.
Far o'er the deep, the Spaniard saw, along each southern shore,
Cape beyond cape, in endless range, those twinkling points of fire;
O'er Longport's towers, o'er Cranbourne's oaks, the fiery herald flew—
He roused the shepherds of Stonehenge—the rangers of Beaulieu.
The sentinel on Whitehall gate looked forth into the night,
And saw, o'erhanging Richmond Hill, that streak of blood-red light.
At once, on London's stately gates, arose the answering fires;
At once the wild alarm clashed from all her reeling spires:
From all the batteries of the Tower pealed loud the voices of fear,
And all the thousand masts of Thames sent back a louder cheer:
And broader still became the blaze, and louder still the din,
As fast from every village round the horse came spurting in;
And eastward straight, for wild Blackheath, the warlike errand went;
And roused, in many an ancient hall, the gallant squire of Kent:
Southward, for Surrey's pleasant hills, flew those bright couriers forth
High on black Hamstead's swarthy moor, they started for the north.
And on, and on, without a pause, untired they bounded still.
All night from tower to tower they sprang, all night from hill to hill.
Till the proud Peak unfurled the flag o'er Derwent's rocky dales:
Till, like volcanoes, flared to heaven the stormy hills of Wales:
Till twelve fair counties saw the blaze on Malvern's lonely height.
Till 'tread in crimson, on the wind, the Wrekin's crest of light.
Till, broad and fierce, the star came forth, on Ely's stately lane,
And town and hamlet rose in arms, o'er all the boundless plain:
Till Belvoir's lordly towers the sign to Lincoln sent,
And Lincoln sped the message on, o'er the wide vale of Trent.
Till Skiddaw saw the fire that burnt on Gaunt's embattled pile,
And the red glare on Skiddaw roused the burghers of Carlisle.

—Thomas Babington Macaulay.

[FOR THE CRITIC.]

MUSIC IN THE PUBLIC SCHOOLS.

I wish to offer a few remarks on this neglected branch of our children's education. On looking abroad we find that music (as far as relates to singing) is one of the regular studies of the school systems, and no better plea could be urged for its adoption here than the fact of its being so general outside our Province. I have collated some information that may prove serviceable, and would take this public opportunity of thanking those who have so courteously aided me. The School Board of New York spends yearly, on the teaching of music in its public and higher schools, \$15,000. The following is an extract from the 1886 Report:—

"This subject is steadily gaining ground, not merely as regards proficiency in reading or executing vocal music, but in the improvement it is working in the perception of sounds, and in a consequent softness and roundness in uttering ordinary speech.

Inasmuch as vocal music has become one of the subjects in which candidates for a teacher's license are examined, it should be the earnest desire of those who were licensed to teach before this provision was made, to fit themselves, if they are not fitted already, for thorough work in this branch of instruction.

In no case where an earnest effort has been made to follow and observe the teachings of the special teacher, has a want of success been recorded.

The great danger in education, of trusting solely to the impressions conveyed to the mind through the ear instead of through both eye and ear, is in no instance more clearly illustrated than in the teaching of vocal music.

A whole class will readily follow the leadership of a single voice, but will remain dependent upon that voice until its members are taught to depend upon their own unaided efforts. Just so long as the teacher leads in singing or indicates on a musical instrument the tones to be sung, so long will the pupils wait for the indication instead of trying to find the tones for themselves; just so long as the teacher points at the notes to show their value, so long will the class forget their own time and be made dependent upon the thinking and pointing of the teacher—in other words, they will remain imitators instead of factors.

Mistakes in tone are readily remedied by the use of the musical alphabet; time is readily taught; rhythm and harmony follow without trouble. In music the three "R's" become three "T's"—Tone, Time, Tune. Nothing is easier than making the children correct their own mistakes, instead of telling them that they are wrong, and showing them how to do right. Let them find, by judicious management, the right road themselves; allow them to rely upon themselves, and they will do so.

All class teachers ought to remember that they are personally responsible for their classes as far, at least, as their grade demands."

Another paragraph in the same Report reads:—

"Instruction in Singing.—Instruction in singing shall be given to the pupils in every grade, except the first grade of boys, by the class teacher, at least 10 minutes each day, excepting the day when the special teacher gives a lesson. The music used shall be such as is found in the books contained in the supply list of the Board of Education."