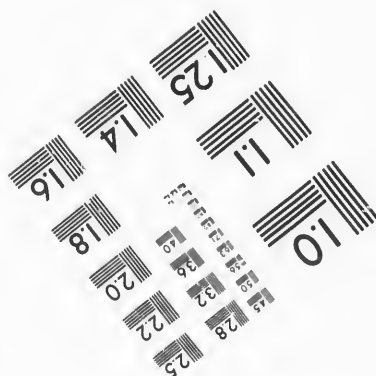
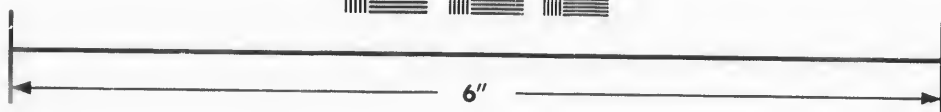
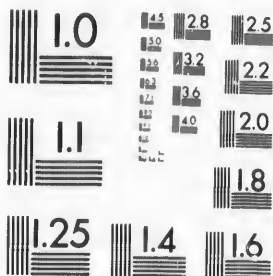


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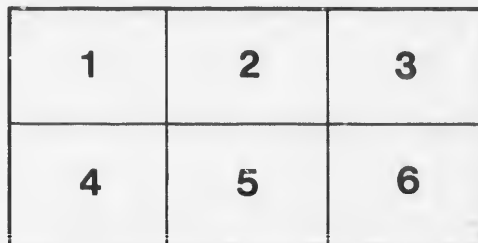
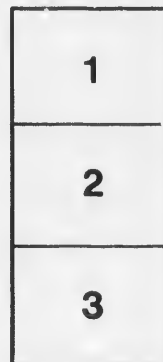
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COLLINS' SCHOOL SERIES.

Notices of the Press.

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"Collins' School Series is worthy of the consideration and acceptance of the new educational powers and principalities of Scotland."—*Perthshire Advertiser.*

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THE MARITIME SCHOOL SERIES.

The success which has attended the action of the Council of Public Instruction in authorizing the Maritime School Series shows that Trustees and Teachers are fully convinced that this Series is the best in the market, as well as the most suitably adapted for use in Nova Scotia schools. The books of this Series have all been compiled and arranged specially for the children of the Maritime Provinces, and contain varied and interesting selections from Canadian literature, together with descriptions of the principal towns, and sketches of geographical and historical interest in these provinces. Nova Scotia occupies a peculiarly proud position in regard to her Provincial literature, and every Nova Scotian boy and girl should be made familiar with the writings of those who were sons of the soil.

An influential Canadian journal speaking of the nationality of school books says:—

“We do not pretend to say that a child cannot as well be taught the art of reading from a book made up of foreign miscellany as from any other; but what we do say is that a book adapted to Canadian scholars would not be used in the United States, nor would a book intended for Republicans be used in any of the monarchies of Europe. In all countries wherein a complete system of Education has been developed, the nationality of a text-book is one of its greatest elements of success. Book-makers, book-sellers and book-buyers equally well understand this. Would that it were as well understood in Canada.

Now, what is the tendency of this system in which there is a great want of nationality in text books? Is it not—either by presenting to the minds of our youth foreign models of excellency, or by excluding them from that which is most essential for them to know—to make them foreign in their tastes and predilections, and admirers of everything abroad—and, we might add, despisers of everything at home? If we would see those that are to come after us, and to inherit our birthrights, worthy to enjoy, and fitted to

THE MARITIME SCHOOL SERIES.

promote that high destiny which awaits our country, we must make them patriots in their tender years. Instruction by the home fire side is not alone sufficient. We must put in their hands Canadian books, to be read and studied at school. When this is done, prosperity is in store for us and our country."

A Nova Scotian journal discusses the same subject in somewhat similar terms:—

For several years—ever since our organization into a Dominion—we of Canada have been subject to one just approach; our education has had more reference to other countries than to our own. The United States have been built up by persistent patriotic teaching and advertizing; their school-books, their sermons, their newspapers, their magazines, have been telling one constant, glowing story. The greatness in territory, resources, climate, energy and talent of America and the Americans—this has been their constant expression. Natural enough, too; and profitable it has all been to them. Where in the whole range of modern history has any territory produced, according to opportunities and population, anything to equal the array of public men in our Maritime Provinces during the past half century? Our school-books ought to have been their enduring, speaking monuments.

One of the Halifax daily newspapers, in considering the Maritime Series, says:—

"One of the most important features in our public schools is the proper selection of books, and few people estimate fully how deep and lasting are the impressions which are made upon the minds of children by the books which they are called upon to use so much and around which so many impressive associations of early life linger.

We are induced to make these observations on account of the examination we have just made of a new series of books for use in our public schools, published by the Messrs. Collins. Since engaging in the work of providing suitable text books, these publishers have recognized the importance of getting up a series specially adapted to the requirements of the youth of these Provinces, and have consequently at great expense and with much care secured the publication of a series of books called "The Maritime Readers," which in point of merit, we are bound to say, far exceed anything that has yet been introduced into our schools.

All the books are arranged with a special view of interesting and profitably informing the children of the Maritime Provinces. It is the first series that we are aware of that has kept this idea steadily in view. Our children have been compelled year after year to read about India and the Sandwich Islands—to scan over tales of Eromanga and the South Sea Islands—to pore over descriptions of Africa and Siberia—but scarce a word of their own

THE MARITIME SCHOOL SERIES.

country. The evil of this mode is two-fold. It deprives the child of information about his own country which must necessarily be far more valuable than any description of the antipodes, which he will never see and know or care little about; and second, it gives him the impression that everything wonderful or important that transpires in the world is enacted in foreign climes. The Americans have long ago adopted a far different system in the arrangement of their school-books.

With such arguments as these before them, Teachers and School Trustees are respectfully requested to examine the Maritime School Series before making any change in their schools, and to compare them carefully with any other Series. Teachers who have disinterestedly compared the "Reading-books now authorized by the Council of Public Instruction, decide that those of the Maritime Series" are superior in the following particulars:—

1st.—They are cheaper.

"The cheapness is something to be wondered at."—*Recorder.*

2nd.—They are better bound.

"Neat, well-printed and attractive."—*Pres. Wit.*

3rd.—The selections in each of the numbers are entirely different from those in the books which have been so long in use in the schools.

"The selections are fresh and well arranged."—*Pres. Wit.*

4th.—The simplest and most common meanings are given to the words to be spelled and defined.

"The notes, rules for spelling, &c., are excellent."—*Pres. Wit.*

5th.—The dictation exercises are so well prepared and such long lists of carefully selected words are appended that accurate Spelling is rendered easy of accomplishment.

6th.—The selections, in all and especially in the higher numbers, give a great variety of readings, and are particularly rich in gems of poetry.

THE MARITIME SCHOOL SERIES.

7th.—They make the pupils familiar with the literary men of their own country.

The following description of each of the first four books of the Series is taken from the *Morning Chronicle*.

This new series of readers, comprising two Primers and six Books, has been projected for use in the schools of the Maritime Provinces, and greater prominence is accordingly given to subjects of interest to the children of Nova Scotia, New Brunswick, P. E. Island and Newfoundland. The high reputation of the publishers and the wide popularity of their other series of Readers would be sufficient guarantee of the excellence of this series and of its adaptability to the scholastic wants of the Maritime Provinces. A careful examination of the first four books already issued confirms the good opinion so generally entertained of Messrs. Collins' publications.

In the First Book, a neat volume of 104 pages, we have simple and easy lessons, the subject matter of which is interesting and affords opportunity to the teacher for oral explanations and illustrations. Each lesson is prefaced by a list of the more important words it contains, together with their meaning, and is followed by a series of questions, which will prove useful tests of reading and spelling columns and of very short script exercises. There are many wood cuts in the book which add to its interest.

The Second Book, 168 pages, is compiled on the same plan, but the lessons are of course more advanced, the exercises a little more difficult and the pupil prepared for more extended work. The script exercises give place to short dictation exercises, constructed from words which occur in each lesson, and the pupil is asked the nouns in a portion of each lesson, and, when more advanced, the adjectives.

In the Third Book, 200 pages, the selections are from the works of known authors and we notice with pleasure two of Howe's poems and a short piece by Dr. Gesner. There are also short lessons on Halifax, St. John, New Brunswick, Prince Edward Island and St. John's, Newfoundland. Among the authors whose writings have been levied upon are Tennyson, Bryant, Allan Ramsay, Eliza Cook, Mrs. Hemans, Longfellow, Campbell, Bishop Heber, Burns and Henry Kirke White, so that the pupil is early familiarized with some of the choicest productions of the English language. The plan of prefixing to each lesson a list of the more important words, and of following it with questions, dictations and elliptical exercises is adhered to, but in addition there are valuable Lessons on Common Things in the form of questions and answers.

The Fourth Book, 232 pages, is very good. The reading exercises are much more advanced and well selected; the first lesson is the story of "The Little Hero of Windsor," Willie Francis.

THE MARITIME SCHOOL SERIES.

Most of the prose readings and the more difficult poems are preceded by an introduction or summary; notes, giving information about persons, events and places named in the text, are copiously distributed throughout the book, and are followed by questions calculated to test the pupil's knowledge of what he has read. The exercises in spelling and the dictation exercises bear chiefly upon common orthographical errors, while rules for spelling, lists of words similar in sound, of prefixes and affixes, of Latin roots, afford ample range for instruction. The Lessons on Common Things, begun in the Third Book, are continued in this. This book, like all of the series, is abundantly illustrated with good wood cuts and neatly bound in cloth.

OPINIONS OF THE PRESS.

(From the Morning Herald.)

Messrs. Collins have issued this new series of school books in response to what appears to be a decided demand for books specially adapted for use in the schools in the Maritime Provinces. The publishers say that the lessons in these books have been compiled and written with special reference to the history, topography, and commercial enterprise of Nova Scotia and the neighboring Provinces. Selections from the writings of F.iburton, Howe, Gesner, Forrester, Macgregor, and many others, have been inserted. The illustrations include views of the cities and other interesting Maritime scenery, while the books are printed on superfine paper, and bound in extra cloth. In their enterprise the publishers have spared no expense to make the new series the best, cheapest, and most suitable for the schools in the Maritime Provinces of Canada; and while making arrangements for their introduction in Nova Scotia, they respectfully solicit the co-operation of teachers and all others interested in educational progress.

All that is claimed for these books is fully borne out by the volumes now before us. We notice that in the Fourth Reading Book Master Willie Francis, of Windsor, takes on immortality, and becomes famous for all time in a reading lesson. When he gets into a Sunday School book his fame will be complete.

These books can be cordially recommended to all who are

THE MARITIME SCHOOL SERIES.

interested in them. The many woodcuts are an especially good feature in the Reading Books; as also the "useful information" sections, which are capable of imparting a great deal of useful knowledge to children.

(From the Recorder.)

The books in Collins' "Maritime Readers" contain anecdotes of our own country: many selections are from our own authors. Howe, Haliburton, Gesner, Forrester, and Macgregor, and others, appear among those whose writings have contributed to the works. For this reason alone we would hail their universal introduction into our Public Schools.

But there are other features in their favor that cannot be overlooked. Each book has after each chapter an excellently prepared digest of the lesson. This is both historical, grammatical, and scientific. Exercises in dictation—a simple unfolding of the use of synonyms—spelling, and a general review of the salient features of the lesson are compressed together, showing the greatest care and affording the most valuable information.

When it is considered that each one of these books is bound handsomely and strongly in cloth, it will be readily recognized that the cheapness is something to be wondered at.

We have examined these books carefully, as we considered it of sufficient importance to warrant a strict scrutiny, and we have no hesitation in saying that the arrangement of the whole series is most complete and excellent. Altogether the collection of books prepared by Messrs. Collins we deem admirable and peculiarly adapted for the use of our own public schools. We are glad they have been adopted by the Council of Public Instruction, and while we know they will soon be generally adopted throughout the Province. So far as our influence extends, we desire to urge upon teachers and trustees the importance of taking hold of this new and valuable series. Let its introduction be universal, and we are sure it will be appreciated everywhere.

The Collins' series of School Books are rapidly finding their way into popular favor in our schools, and superseding the high-priced series that were formerly used. It is probable that before long the Collins' books will be the only ones of the kind used, being especially adapted for our schools. It has always been a great drawback to our Free Schools that the prices of the books used in them were kept up to a high figure, imposing a heavy tax on parents; and it should now be widely known that the Collins' series, which have been adopted by the Council of Public Instruction, are placed at prices ranging from half of what was formerly necessary to be paid, while the books themselves are modern, and not old style.

(From the Wesleyan.)

The Messrs. Collins, of Edinburgh, have adapted their Readers to our Maritime Provinces, by introducing into their

THE MARITIME SCHOOL SERIES.

pages, at great expense, as much of the soul and sentiment of our British American country as can be transferred to paper. We hail these books with pleasure. Throughout the series the compilers have taken especial care that the pupils who prepare the lessons shall acquire a thorough knowledge of spelling. In the four numbers before us there is, at the beginning of each lesson, a carefully selected list of words, divided into syllables, properly accented, and the most common meanings attached. At the end of the lessons are copious dictation exercises. The utmost care has been used to give, in these dictation exercises, as many as possible, the words which are similarly pronounced, but dissimilarly spelled and with different meanings, thus teaching the pupils to avoid the most common of all errors in orthography. In addition we find attached to many of the lessons etymological exercises, historical explanatory notes, paragraphs of geographical information and concise biographical sketches. At the end of the Fourth Book we find what we think of great importance to pupils sufficiently advanced to use this number, viz: rules for spelling, lists of prefixes, and affixes with meanings and examples, and a number of Latin Roots.

The selection of the reading matter has evidently been done with the view of giving as great a variety as possible—narratives, descriptive and didactic—admirable lessons on scientific subjects—genus of literature and poetry; but all so arranged as to be thoroughly adapted to the capacity of the pupils for whom they are designed. They cannot fail to make a most beneficial impress on our schools.

(From the Progress, P. E. I.)

This series of books has been compiled expressly for the use of schools in the Maritime Provinces, and in this respect possess an advantage over the Royal Readers. In the school books heretofore used, the historical matter has been almost wholly relative to European countries, and it has often been remarked that, while our school children might be thoroughly versed in the history of Great Britain, France, or other foreign countries, they knew little or nothing of the history of the land of their birth, or of the country of greatest interest to them. Should the "Maritime School Series" come into general use, this state of things would not prevail long, inasmuch as all the books contain more or less matter relating to the past history of the Island and the other Maritime Provinces. These books are now in general use in the Public Schools in Halifax, and all the papers of that city have spoken highly of them. . . . We think the "Maritime School Series" to be much more acceptable to all classes than any yet offered. We honestly believe that this series is superior to any yet offered for use in our public schools, and we think the subject of their general use should be considered by the Board of Education.

THE MARITIME SCHOOL SERIES.

The following selections have been taken from the Maritime Readers in order that teachers may see for themselves how the lessons are arranged.

NOTE.—(*The words for spelling are accented in the Readers.*)

LESSON FROM THE FIRST BOOK.

IV.—SHIPS.

Ca-noes, light boats.
Deep-est, farthest down.
For-est, woods.
Guides, directs.
In-di-ans, savages.
Man of war, a war ship.

Moved, made to sail.
Rud-der, helm.
Sawed, cut into planks.
Trade, com-merce.
Trunks, logs.
Wrecked, destroyed.

SHIPS are made of wood or iron, and are moved by wind or steam. The ships that are built in our country are made of wood, which is cut down in the forest, and sawed in our own mills. A large number of ships are built every year at St. John and Yarmouth.

The first boats that men ever used, were perhaps made out of the trunks of trees. The Indians make their canoes or boats with birch bark. But when men want to sail on the wide sea, they build large ships, which can hold a great number of people.

The front part of a ship is called the bow or prow; the other end is the stern. That part which is deepest in the water is the keel. A

THE MARITIME SCHOOL SERIES.

man at the stern guides the ship by the help of a piece of wood, called the rudder, which stands out from the stern of the ship.

Some ships are built for war. They are very large and strong. Most ships are built for trade. Many of them are large, but not so large as a man of war. They bring what we want from all parts of the world, and take back, in return many things that we can spare.

Sometimes the ships are wrecked in a storm at sea. Not long ago, a large ship, with a great number of people on board, was wrecked on the shore near Halifax. Only a few of the men and women were saved.

READING AND SPELLING COLUMNS.

Iron.	Birch bark.	Stern.
Country.	Front.	Strong.
Yarmouth.	Prow.	Re-turn.
Per-haps.	Piece.	Filled.

QUESTIONS.

What are ships made of?	What do you call that part which is deepest in the water?
What kind of ships are built in our country? Where are ships built? How were boats made at first? What kind of boats did the Indians use? Why do men build large ships? What is the front part of a ship called?	What is the rudder? What is the use of ships? Where was a large ship wrecked some time ago? What happened to many of the men and women?

WRITE—Some ships are built for war.

THE MARITIME SCHOOL SERIES.

LESSON FROM THE SECOND BOOK.

II.—AN OBSERVING INDIAN.

Bark, outer rind.
De-scribe, give an account of.
Fol-lowed, attended.
Heaped, built up.
Muz-zle, mouth of a gun barrel.
Re-plied, answered.

Re-turn-ing, going back.
Rub-bing, marking.
Stol-en, taken away by a thief.
Sur-prise, wonder.
Tracked, followed.
Ven-i-son, the flesh of deer.

ONE day, an Indian, on returning home to his cabin, found that a fine piece of venison, which he had hung up to dry, had been stolen. After looking all around the place with great care, he set off in pursuit of the thief, and tracked him to the woods.

Meeting with some persons on the way, he asked them if they had seen a little old white man with a short gun, who was followed by a small dog with a bob-tail.

“We saw him going through the woods a short time ago,” said they in reply.

“Then he is the man who stole my venison,” said the Indian.

“Did you see him steal it?”

“No, I was not at home.”

“Then how can you describe the thief so well?” they asked in surprise.

The Indian replied, “The thief, I know, is a little man, by his having heaped up a pile of stones to stand upon, in order to get at the venison. I know that he is an old man, by

THE MARITIME SCHOOL SERIES.

his short steps, which I traced over the dead leaves in the woods. And I know that he is a white man, by his turning out his toes when he walks, which an Indian never does.

“ His gun, I know, is short, from the mark which the muzzle made by rubbing the bark of a tree, against which it had stood. That his dog is small I know by his track. And I am sure the dog has a bob-tail, by the mark it made in the dust where he was sitting, while his master was looking after my meat.”

QUESTIONS.

What had the Indian hung up in his cabin? What is venison? What did he find on returning home? How did he act when he found the venison gone? What did he do? Whom did he meet in the woods? What did he ask them? How did they	answer him? Had he seen the thief steal? How did he know that the thief was a little man? How did he know he was old? Why did he say that the thief was a white man? What kind of a dog had the thief? What sort of a tail had the dog?
---	---

Tell the nouns in the first ten lines.

READING COLUMNS.

In-di-an.	Go-ing.	Set-ting.
Meet-ing.	Through.	Mas-ter.
Per-sons.	Know.	Look-ing.
White.	Dead.	Meat.

Write to Dictation :—

The *Indian* saw some *white persons* going through the forest, looking for a dog.

THE MARITIME SCHOOL SERIES.

LESSON FROM THE THIRD BOOK.

XI—THE RELIEF OF LUCKNOW.

An-noun-cing, making known.	He-roses, brave men.
Anx-ious-ly, eagerly.	House-hold, familiar.
Be-set, hemmed in.	Mines, cavities filled with powder.
Brav-er-y, courage.	Pro-mo-tion, advancement.
Col-lege, a place for advanced learning.	Re-bel-lion, insurrection
Daunt-less, fearless.	Re-spect-ive-ly, each for itself.
De-fend-er, protector.	Re-volt, sedition.
Di-min-ish-ing, growing less.	Strug-gles, conflicts.
E-vents, occurrences.	Sup-press-ing, quelling.
Hap-pi-ly, fortunately.	Tor-tured, harassed.

With the two greatest national events of modern times, Nova Scotians are closely-connected. The Russian War and the Indian Mutiny drew out the talents of many an able and fearless soldier. But among that noble band, whether living or dead, none take a higher place than two of Nova Scotia's sons.

The heroes in both these dreadful struggles were men born and educated in Nova Scotia, in the land where the Mayflower blooms amid the snow. Annapolis, the ancient, and Halifax the modern capital, claim respectively the honour of being the birth-places of General Williams, the hero of Kars, and of General Inglis, the dauntless defender of Lucknow.

General Inglis was educated at Windsor, and entered the army upon leaving college. When the Canadian rebellion broke out, he served with his regiment in suppressing it; and on account of his bravery on that occasion he was raised to the rank of captain. About ten years later he was in India at the siege of Mooltan, where again his gallant conduct gained him promotion in the service.

But it was his last noble deed which has made his

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name a household word. Shut up in Lucknow, and surrounded by a mob thirsting for blood, his task was a trying one. For eighty-seven days, beset by fifty thousand rebels, as eager for their prey as the wild beast upon the mountain, tortured with the false reports that some of his little band were ready for revolt—provisions gradually diminishing—the enemy's mines daily drawing nearer—the sick and dying increasing around him,—that strong spirit did not flinch, that brave heart did not quail.

Left during the early part of the siege without trustworthy information, his anxiety must have been very great. A messenger was daily sent out from the city to learn something of their position—to hear, if possible, some cause for hope. Not one of these returned for twenty-five days, when a letter at length arrived, announcing that Havelock's force would be in Lucknow within a week.

The time came and passed, but with it no sign of the anxiously looked for aid. As each morning dawned, for weary weeks, the same sad scene met the view, only growing deeper in its colouring—more melancholy with its darkening shades. But the great care, the growing labour, only seemed to strengthen the strong man, and nerve him to the last, when above the din of battle and the moaning of despair, the sound of martial music reached his ear, and Lucknow was relieved.—*Rev. G. Hill.*

“The Russian War.”—This was commenced in 1854 by England and France against Russia, and terminated by the capture of Sebastopol in 1855.

“The Indian Mutiny.”—A terrible revolt in British India in 1857, which was speedily and successfully quelled, as stated in the text.

DICTATION.

Raised, razed; week, weak; seen, scene; heard, herd.

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Supply the words omitted in—He
was raised to a higher . The
city was to its foundations.
His illness left him for a whole

. A sadder scene was never
seen. The whole herd the hun-
ter's horn.

QUESTIONS.

How are Nova Scotians connected with the Russian War and the Indian Mutiny? Where were these heroic men respectively born? Where was General Inglis educated? Point out Windsor on the map. What rebellion did he assist in putting down? What reward did he receive on that occasion? Where do we find him serving ten years later? Point out India on the map. What was the crowning glory of his life?

By what was he surrounded at Lucknow? How long was he besieged there? What number of rebels beset him? What false reports tortured his mind? What other circumstances increased his anxiety? How did he behave in the crisis? How was the coming relief announced? Did it come as hoped for? What was the General's conduct all this time? How was relief at last proclaimed?

LESSONS FROM THE FOURTH BOOK.

LI.—A WINTER MARCH THROUGH THE FOREST.

Bar-ri-cade, a fort of earth, &c.

Con-tin-u-ous, unbroken.

Di-lem-ma, a difficulty.

Ex-ca-va-tions, places hollowed out.

Fam-ish-ing, starving.

Fi-del-i-ty, faithfulness.

In-tense-ly, extremely.

Moc-ca-sin, an Indian shoe.

Ob-sta-ple, a hindrance.

Pe-des-tri-an, one who journeys on foot.

Per-il-ous, dangerous.

Star-va-tion, state of hunger.

Track-less, pathless.

Un-der-tak-ing, enterprise.

DURING the winter of 1813, when there was war between Great Britain and the United States, the 104th Regiment, stationed at Fredericton, was ordered to march from that city northwards to the St. Lawrence. The snow on the ground at the time was from four to six feet deep, and the weather was intensely cold. The track to be followed was through dense forest, and along the shore of the river.

Each soldier was provided with a pair of snow-shoes, moccasins, and a blanket, while every two men had to

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drag a toboggan laden with arms and provisions. The officers carried their own knapsacks, unless they could obtain a dog that had been trained to draw a sled.

On the fourteenth of February, the first company of one hundred men marched out of the capital of New Brunswick, under the conduct of the colonel or the regiment and four Indian guides. The loyal citizens, turning out with their double sleighs, assisted them in carrying the baggage during the first day of the march; and on parting with the brave fellows gave them three rousing cheers, which were returned from stout hearts and willing minds. In the same manner on each succeeding day, a company started, until at last there were one thousand men marching through the New Brunswick forest, towards Lake Temiscouata. It was a perilous undertaking; yet soldiers must obey the orders from headquarters, if they wish to be honoured as brave men.

Every day, about half-past two, the companies halted to prepare a place of shelter for the night. The first thing done was to hang up on the trees everything they did not require. Then the excavations for the camp were made with their snow-shoes. Around the hollows was placed a barricade of brushwood, and in the centre was kindled a huge fire of young birch-trees. The kettles were placed above the glowing embers, some for the boiling of tea, and others for thawing and cooking the pork. When all was ready, a vigorous raid was made upon the provisions, by appetites rendered almost ravenous by the bitter cold and continuous march.

For beds they cut down the green cedar and spruce boughs, which were spread on the snow-floor of the excavated huts. The evenings were spent around the fire in cheerful conversation, and bursts of laughter echoed from camp to camp. Each man's share of the

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fire was a very narrow space, but he might turn in any direction ; and it was a strange sight to see how the poor soldiers turned themselves every few minutes during the night, to keep their limbs from freezing. Again and again they would huddle closer to the fire, until the bugle sounded for another day's march.

The bugle always sounded two hours before daybreak, to stir up the men to cook their breakfast, which soon began to be an easy process ; for the provisions, after a few days, were reduced to such an extent that the men were put on short allowance. The company generally marched out of their night's quarters as soon as there was light enough to see that there was nothing of value left behind. Thus did they continue to march through a trackless wilderness, over frozen lakes and rivers, past rapids and falls.

When one of the companies arrived at Lake Temiscouata, a violent snowstorm prevented the soldiers from crossing the vast ice plain. For three days they were unable to resume their march. Other companies came up, and the provisions were failing fast. So severe was the weather, and so blinding the snow, that it would have been madness for famishing men to set out on the march. In every countenance there was alarm, for the provisions were reduced to a few biscuits. Starvation was a terrible evil to encounter, and such was now staring each soldier in the face. There was no settlement along the line of march. The nearest place where provisions could be found was the village of Riviere du Loup, but that was over fifty miles distant. What was to be done ? They might indeed send the indians ; but when the lives of a thousand men were at stake, it was a fearful risk to trust a messenger of doubtful fidelity.

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In this dilemma, Captain Rainsford, a brave young officer, presented himself to the colonel in command. The gallant daring of the true British soldier sparkled from the young man's eye; there was a pride in his manly bearing when he said, "I will go to Riviere du Loup." He was willing to risk his own life on the pathless snow, guided only by the sun and his pocket compass, in order to save the lives of his famishing comrades.

His offer was gladly accepted. Without a moment's delay he plunged, with two other soldiers, into the forest, followed by many a hearty prayer for his success. Gallantly he made his way over every obstacle, supported by the thought that the lives of hundreds of men depended on his exertions. From snowdrift to windfall, from river to lake, over hill and plain, he and his companions pressed, making nearly double the distance on their snow-shoes which could have been made on the best of roads by the best of pedestrians. He arrived at Riviere du Loup on the same day he left the camp.

A supply of provisions was at once procured, and several men were employed to carry them on their toboggans to the camp. Captain Bainsford, after snatching a few minutes' rest, once more put on his snow-shoes, and set out with the rescuing party. He arrived at the lake next morning at daybreak, and found that the troops had crossed during his absence. What a shout greeted his arrival! The soldiers had eaten the last biscuit in the camp. Hunger was in every eye. The arrival of Captain Rainsford with his supplies had saved them from the worst of all deaths.

Fredericton is beautifully situated on the St. John River, about eighty miles from its mouth.

Temiscouata ("winding water") is a beautiful lake, about thirty miles from the St. Lawrence. It is surrounded by hills covered with thick

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wood, gradually descending almost to its margin. It is thirty miles in length, and is drained by the Madawaska, a tributary of the St. John. Riviere du Loup is now a pleasant watering-place, situated at the junction of the Grand Trunk and Intercolonial Railways.

QUESTIONS.

Where was the 104th Regiment stationed in 1813? To what place was it ordered to march? By what route? Describe the weather and the state of the road at the time. What was each soldier's outfit? What the officer's? In what divisions did the regiment start? Describe their departure from Fredericton. At what hour did the companies halt each day? For what purpose? Describe their method of making a camp for the night. What was their mode of cooking? Of what were their beds made? Describe a night in camp. When did they rise? Why did cooking soon become an easy

task? What was the result of their provisions running low? At Temiscouata Lake what obstacle did they meet with? How long were they delayed? Describe the condition and prospects of the regiment in these circumstances. Where could provisions be got? What distance is that from the lake? In their extremity, who volunteered to go to River du Loup? How was his proposal received? Describe the journey. How were the supplies carried to the camp? Describe Rainsford's reception on his return. From what had his exertions saved the regiment?

Spell the present participle of *carry, drum, draw, beat, pierce, rage, leap, strike, sweep, struggle, strip, come, drop, droop, hurry, crawl, grow, die, stay, dry, lie.*

DICTATION.

The drummer *boy* perished among the snow. Do you see the *buoy* floating in the bay? The *bell* will *ring* at *eight* o'clock. Your sister is dressed like a *belle*. Did the woman *wring* the clothes? The stranger *ate bread* and cheese. Everybody loves well-bred children. My brothers sing in the *choir*. Twenty-four sheets make a *quire* of paper. This is his daughter's *bridal* day. Take hold of the pony's *bridle*.

LV.—THE LAND WE LIVE IN.

Be-queathed, left as a legacy.
Cher-ish; hold dear.
De-fend-ed, protected.
Em-er-ald, green.
En-twine, encircle.
Ex-pands, grows.
Gar-ments, coverings.
Head-lands, promontories.

Nour-ished, reared.
Re-pose, rest.
Ro-vé, wander.
Stand-ard, national flag.
Un-heed-ed, disregarded.
Un-herd-ed, without being looked after.
Van-quished, subdued.

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HAIL to the day when the Briton came o'er
And planted his flag where the Mayflower blows,
And gathered the blossoms unheeded before,
To entwine with the Shamrock, the Thistle, and Rose

Oh! dear to our hearts is the land they bequeathed,
And the standard they reared proudly waves o'er us yet;
While we gather and cherish the flowers that they wreathed,
Let us never the graves of our fathers forget.

They vanquished the forest to make us a home,
Though the knife of the savage defended each grove;
And, while ocean's proud waves round our headlands shall
foam,

This day must be honoured wherever we rove.

The valleys their garments of emerald wear,
The flocks on the mountains unherded repose,
And the songs of our maidens rise mirthful and clear,
By the side of each stream in the starlight that flows.

The cities are growing with wealth in their train,
The hamlet securely expands in the glen;
And our white sails are glancing far over the main,
To the islands that nourished those stout-hearted men.

Then let us accord due honour and fame
To those heroes of yore, and the day they've endeared;
May the spirit they left, like a circle of flame,
Guard for ever the homes and the standard they reared.

—Howe.

Joseph Howe, the distinguished statesman and popular orator, was born near Halifax in 1804. He was the son of a loyalist. In his native city he learned his trade as a printer, and afterwards became editor of a newspaper, called the "Nova Scotian." Elected a member of the House of Assembly, he took an active part in the public affairs of the province. He died in 1873, shortly after his appointment to the position of Governor of Nova Scotia.

"To the day."—Halifax was founded by the Hon. Edward Cornwallis in 1749. He arrived on the 21st of June (old style), or the 2nd of July (new style). The loyalists landed at St. John on the 18th of May, 1783.

Obs. Some words in *ll* drop one *l* in composition with a prefix, or with another word.

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DICTATION.

He was almost killed. Although I was invited, he did not give me a hearty welcome. He will remain alone until he can fulfil his promise. Do you always misspell this easy word? I have already warned you against that mistake. Has George also said his lesson? How many soldiers did the general enrol? There were four hundred altogether. Almighty power belongs to God alone. Shall I wait till Tuesday? Wait until I send you word.

LESSONS FROM THE FIFTH BOOK.

I.—THE LEGEND OF NIAGARA.

Ap-pease, to pacify.
Bar-bar-ism, ignorance.
Be-decked, adorned.
Cat-a-ract, a waterfall.
Ce-le-brated, famous.
Cease-less, constant.
Con-duct-ed, led.
En-gulfed; swallowed up.
Ex-cite-ment, sensation.
Festi-val's, joyous seasons.
Gor-geous, splendid.
Im-parts, communicates.

Managed, guided.
Magni-tude, size.
Mon-ot-on-ous, uniform in sound.
Per-pet-u-al, ceaseless.
Rites, religious observances.
Sacr-i-fee, an offering.
Su-per-stitions, false religious notions.
Tints, hues.
Ve-loci-ty, rapidity.
Wor-ship ped, adored.
Wonder-ful, remarkable.

THESE celebrated falls are truly wonderful, not only on account of their magnitude, but from the fact that the waters of the greatest chain of lakes in the world are poured over their brink. The waters of Lakes Superior, Huron, Michigan, St. Clair, and Erie, are carried through the narrow channel of Niagara River, on their way to the ocean, by the great St. Lawrence. Above the falls, the islands and the eastern bank of the river are low, and thickly covered with trees, whose autumnal foliage, decked in ten thousand colours, alters the face of nature, and by its gorgeous tints imparts new interest to the surrounding scenery. The ceaseless, rumbling, deep, monotonous sound, caused by the perpetual down-pouring of the mighty mass of waters, has been the theme of hundreds of writers in prose and poetry.

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Long before our forefathers came to the country, or a white man had ever listened to the roar of this mighty cataract, the native tribes who lived at the east end of Lake Erie worshipped the Spirit by whose great strength the rushing waters were supposed to be dashed over the high precipice. In their superstition they worshipped many deities, but one of the principal of these was the great "Water Spirit."

At certain seasons of the year they performed certain rites on the shore of the river near the falls. But the greatest of all their festivals was the feast of the New Moon, which took place once a year. At this feast they loaded a canoe with the first-fruits of the harvest, and, pushing it out into the rapids above the falls, watched its course along the river, until it disappeared in the yawning gulf below. But this was not all they did. In their barbarism, they foolishly thought that nothing would appease the wrath of such a powerful spirit but the sacrifice of human life; and hence there was a law regulating the festival, which said that the prettiest maiden of the tribe should be placed in the canoe along with the other offerings, and be swept with them over the awful precipice.

On one occasion there was some delay in selecting a maiden, for all knew that the chief's only daughter was the one to be chosen. At last the decision was made, and the chief of the tribe bowed his head in silence at the terrible trial he was to undergo.

The day for the sacrifice arrived, and the young maiden, bedecked with ornaments and dressed as for her wedding day, was conducted to the shore of the river by the whole tribe. Seating herself in the canoe, she at once paddled towards the centre of the current. Down

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she glided, with the eyes of all upon her, down, down, towards the roaring cataract, in which she was soon to be engulfed. The tribe moved along the shore, watching her every movement, and shouting to her words of encouragement.

Suddenly there darted out from among the trees which surrounded a little cove, another canoe, guided by the paddle of a strongly built and steady-handed Indian. Who could he be that thus placed himself, of his own will, within the sweep of sure destruction? Steadily he steered towards the centre of the stream, evidently with the intention of meeting the canoe which held the maiden. The excitement of the tribe was now intense. The river god was about to grasp two victims instead of one.

At length the two canoes were abreast, and the Indians could see that the maiden recognised the man as one she knew. They saw the two conversing, as they glided along on the current, increasing every moment in velocity. They saw them exchanging oars, and then their heads bent close to each other in a hurried embrace. But the brink of the chasm was now in sight. The roar of the waters drowned the shouts of the Indians on shore. The canoes now shot along, over the curling waves of the rapids, faster, faster, until the speed made the spectators giddy to look at them; and then, just as they were a few feet from the edge, the maiden sprang from her canoe into the arms of the man, and both were swept over into the dark-green waters of the Niagara River. The Indian was the maiden's father.

There is another sad story connected with these falls, which belongs to our own times. Goat Island separates the Horse-Shoe Fall from the American Fall; but be-

tween Goat Island and a neighbouring islet there is a narrow fall, which is called the Bridal Wreath. At the foot of this is the Cave of the Winds. Connecting the two islands, there is a narrow wooden bridge, over which visitors walk from the one side to the other.

One day a gay party was passing across this bridge. A young man, who had under his protection a pretty little girl of nine or ten years of age, raised her up to look at the shallow current as it swept on, from under the bridge, carrying with it little pieces of wood with the velocity of an arrow. Suddenly, in sport, he raised the little thing over the parapet of the bridge, as if with the intention of throwing her over. The child in her terror screamed, and wriggled in such a violent manner, that she dropped from the young man's hands. Thinking of nothing but her rescue, he leaped over, and both were carried over the fall, never to be seen again.

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| <ol style="list-style-type: none"> 1. Why are the Niagara Falls so truly wonderful? 2. Name the great lakes, and point them out on the map. 3. Describe the scenery of the river above the falls. 4. What was the great "Water Spirit?" 5. How did the Indians celebrate the feast of the New Moon? 6. How did the chief accept the decision that his daughter was to be sacrificed? 7. Describe the maiden as she appeared on the morning of the festival. | <ol style="list-style-type: none"> 8. How did the tribe behave towards her? 9. What happened when she had steered out into the rapid? 10. Describe the course of the two canoes. 11. What took place just before the two canoes passed over the falls? 12. Who was the man in the second canoe? 13. Tell the story about the little girl who was carried over the falls at the "Bridal Wreath." |
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DICTATION.

The Indians *worshipped* the god of the *celebrated* cataract, thinking in their *barbarism* to *appease* him. During the *festival* the *maidens* were *bedecked* in gaudy colours. Amid great *excitement*, he was *conducted* to the river: there he listened to the *monotonous* sound which its *velocity* imparts. In their *superstition* they offered a *sacrifice* once a year. They *performed* certain *rites*, as the canoes were *conducted* over the *curling* waves of the *rapid*.

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IV.—COMING HOME.

Coasters, boys on sleds.
Ex-cited, animated.
Mantled in, covered with.
Raptured, joyous.

Trellised, supported on a trellis or
wooden frame.
Voya-gers, travellers.

Mantled in snow, my native land,
I hail thee from the sea ;
Cheerless to others looks the strand,
But oh ! how dear to me.

My fellow-voyagers gaze and shrink,
As blows the breeze from shore ;
With raptured pulse the air I drink—
The northern breeze once more.

They, thinking of their southern homes,
And of the trellised vine,
Wonder from icy shore there comes
Exeited thought like mine.

They cannot see the scenes beyond
Of happy household mirth,
The skaters on the glittering pond,
The children round the hearth.

They cannot hear the merry cheer
Of coasters on the steep ;
They do not know how soundly here
The free and happy sleep.

They cannot hear the peasant's axe,
Sharp ringing through the groves,
Nor see the blazing fire he piles
To gladden those he loves.

The sleigh go through the crowded street
Like swallows on the wing ;
Beneath the furs warm fingers meet ;
Hark ! how the sleigh-bells ring.

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There's not a sound that cleaves the air
 But music has for me ;
 Nightly the warm hearts beating there
 Have blest me on the sea.

—Howe.

NOTE.—This poem was written on approaching the coast of Nova Scotia in one of the Atlantic steamships.

QUESTIONS.

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| 1. What is this poem a description of? | 4. Describe the pastimes of a Nova Scotian winter. |
| 2. What did the other travellers think of the country? | 5. What is meant by the coasters? |
| 3. What were they thinking of? | 6. Why do we love our native land? |

DICTATION.

The *children* were *excited*, as they stood round the *hearth*, and listened to the story of the old man. His heart was *gladdened* by the *blazing* fire. The *skaters* have set out for the *pond* in a large *sleigh*, well protected with furs and buffalo robes. The *strand* looks *cheerless* during a storm.

LESSONS FROM SIXTH BOOK.

I.—THE CLIMATE OF THE MARITIME PROVINCES.

Peculiarities, characteristics.	Dis-persed, driven away.
Tem-per-a-ture, degree of heat.	Trans-form-ed, changed.
Cor-res-pond-ing, of the same degree	Mirac-u-lous, marvellous.
Cap-ri-cious changeable.	My-riads, thousands.
Ther-mom-eter, heat measurer.	Deco-rated, adorned.

One of the most striking peculiarities of the climate of the Maritime Provinces, and indeed of all North America, is the low mean annual temperature and the greater extremes of heat and cold, as compared with the climate of other places in corresponding latitudes in Europe. The changes of temperature are perhaps not more capricious than they are in Great Britain; yet they run to a greater extent, and exert an influence over vegetation scarcely known in that country. Edinburgh

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is nine degrees further to the north than Quebec, yet its mean annual temperature is six degrees higher than that of the latter place.

From the great breadth of the American Continent towards the North Pole, a vast surface is overspread by snow and ice, which almost bids defiance to the summer heat. From that cause alone, the winds which blow from the north and north-west are cool even in the hottest months of the year; and in winter they immediately lower the mercury of the thermometer, and occasion intense freezing. Their influence is manifest from Baffin's Bay to the Gulf of Mexico. From having passed over an expanse of water, a north-east wind brings a damp atmosphere over Nova Scotia and New Brunswick, which is severely chilly rather than intensely cold. Frequently also it brings rain or snow, but never fog.

Along the whole Atlantic coast, and especially in Nova Scotia, a south wind is always warm. The heat imparted to the atmosphere by the Gulf Stream which sweeps the southern border of the continent, greatly increases the temperature of the coasts. A south-west wind, from passing along the land of the American Continent, is warm and agreeable, except on the shores of the Bay of Fundy, where its vapour is condensed in thick fogs, which prevail during the summer. These fogs lie along the shores, and do not extend beyond fifteen or twenty miles into the interior, where by the increased heat of the air, they are quickly dispersed.

The shortness of summer is abundantly compensated by the almost miraculous rapidity of vegetation, and the short period necessary for ripening the productions of the country. Only ninety days are required to grow and ripen wheat, rye, barley and oats. It has been said

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that the provinces have only two seasons—the hot and the cold—and that the country has little of spring or autumn. To such as entertain that opinion, the verdure of May with its early fragrant flowers has no charms. Even before the ground is altogether cleared of deep drifts, along the lanes and fences, vegetation begins to spring, and the trees put forth their leaves. Before June arrives, Nature, in myriads of forms, begins to display her beauties. The overflown streams begin to retreat within their summer bounds, and the whole country is enlivened by the music of the songsters of the forest.

The beauty of the autumn in North America is unrivalled in any other part of the world. After a few sharp night frosts, as the season advances, the boundless verdure of the forest and of the coppice wood on the borders of the streams is transformed into every tint of colour. The leaves of the maple are stained scarlet; the fluttering poplar is of a sombre brown; and other trees display rich dresses of red, violet, and yellow, glittering in endless variety. The firs and other evergreens, always prepared for winter, alone resist the change by which the mountain forests appear to be decorated in holiday attire, before the period arrives when their trunks and limbs are to be loaded with ice, and their gay leaves scattered by the piercing winds.

—*Gesner.*

1. Compare the climate of the Maritime Provinces with that of other countries.

2. 'Edinburgh is nine degrees further to the north than Quebec.' What do you mean by this?

3. Why are the north and north-west winds in our country generally cool?

4. Why is the south wind generally warm?

5. How long does summer last in the Maritime Provinces?

6. Describe the vegetation in May and June.

7. Which is the most pleasant of all the seasons?

8. What adds to the beauty of the forest after the first appearance of frost.

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II.—PROGRESS IN NOVA SCOTIA.

Al-le-gi-ance, loyalty.
Ven-er-a-tion, respect.
Or-deal, trial.
Re-venue, amount raised by taxation
Ad-min-is-tra-tion, rule, govern-
ment,
Dis-si-pat-ed, caused to disappear.

Il-lu-sion, false idea.
Re-sour-ces, means of living.
Un-con-tra-dict-ed, unchallenged.
Ac-cu-mu-lat-ed, collected.
Com-pu-ta-tion, calculation.
Mis-er-able, wretched.

The honourable gentleman told us that our allegiance to the mother land was weakened: that our veneration for existing institutions had departed. Sir, I am sorry that a man occupying his position, with his acknowledged talents, his means of usefulness, and power for mischief, has not taken that stand in this debate which he ought to have taken. I do not believe that the loyal feelings of this people are weakened, or that the respect for the sovereign has decreased; but I admit that the people of this country have passed through an ordeal which has tried their feelings, though it has not sapped their loyalty. He attempted to make us believe that the revenue had, during his administration, greatly increased by some management of his own, and from that drew the conclusion that we were chargeable with a falling off. I thought his friend had dissipated that illusion for him last year.

The story of the destruction of our industrial resources has been allowed to go uncontradicted long enough, and much political capital has been made out of it by the honourable gentleman and his friends. I take this ground boldly, that the man who says that Nova Scotia contrasts unfavourably with surrounding states, affirms that which is a libel on our country. Many of the neighbouring states were settled, and had large flourishing populations, before Nova Scotia was peopled by any

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except the Acadian settlers on the marshes of the west. Halifax was founded in 1749. There were then no inhabitants in the province except the Indians in the forest and the French on our prairies. When Cornwallis sailed up Halifax Harbour, what greeted his eyes? Unbroken foliage down to the water's edge. At that time not an Englishman, Scotchman, or Irishman owned a house upon our soil. There was not a road, a bridge, or a church in the country, hardly an acre of cultivated upland, nor any of those public improvements which are now spread everywhere beneath the eye. What have our fathers done? Have they left us the miserable, degraded country he described to us last night? No Sir. They have left us a land teeming with resources, on and around the shores of which, within a century, fifteen millions worth of property has been accumulated. I take the computation of my honourable friend the Financial Secretary, who made the statement here last year, that man for man, every inhabitant of this Province owned fifty pounds worth of property—a trifle higher than the amount owned by the population of the State of New York. This is my answer to the cry of ruin, which the learned member is for ever raising. Steadily year by year has this Province increased in wealth and population, and as steadily has its domestic industry expanded, down to the present hour.

—Joseph Howe.

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- | | |
|--|---|
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On the Bay of Fundy Coast.

St. Mary's Bay, Digby Gut, Annapolis Basin, Minas Channel, Minas Basin, with "Cobequid Bay, and Mouth of the Avon," Chignecto Bay, with "Cumberland Basin and Shepody Bay, St. John Harbour, Passamaquoddy Bay.

Chaleur Bay was first explored by the French mariner Jacques Cartier, in 1534, and received its name from him on account of the high temperature during the month of July; he entered it on the 1st of July.

Northumberland Strait separates Prince Edward Island from the mainland, and on account of its currents is only partially frozen over during winter. Between Cape Tormentine and Cape Traverse the distance is about nine miles, navigated in winter by an ice-boat.

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It is proposed to connect **Bay Verte** and **Cumberland Basin** by means of a canal.

Bedeque Bay is celebrated for its rich oyster beds.

The scenery of **Bras d'Or Lake** is very beautiful. A little steamboat sails from *West Bay*, one of its arms, to *Sydney*. Its other arms are *East Bay*, *St. Denis Basin*, *St. Patrick's Channel*, and *Whychochomagh Bay*. Its waters are joined to those of *St. Peter's Bay* by the *St. Peter's Canal*.

Sydney Harbour was formerly called *Spanish River*; **Halifax Harbour** was called *Chebucto Bay*.

The **Gut of Canso** is a narrow strait separating *Nova Scotia* from *Cape Breton*. On its south side is the high promontory of *Cape Porcupine*. The scenery is very attractive from *Plaister Cove* to *Port Hawkesbury*.

St. Mary's Bay was explored by *De Monts* on his first voyage to *Acadia* in 1604.

THE PRINCIPAL CAPES ARE:--

On the Gulf Coast.

Point Miscou, Point Escuminac, Jourmain, Cape Tormentine, Malagash Point, Cape John, Cape St. George, Cape St. Lawrence,-- North Point, Cape Wolfe, West Point, Cape Egmont, Point Prim, Bear Cape, East Point.

On the Atlantic Coast.

Cape North, Cape Egmont, Cape Enfume, Cape Dauphin, Cape

Granby, Cape Breton, Cape Porcupine, Cape Canso, Cape St. Mary, Cape Philip, Cape Sambre, Crown Point, Enrage, Cape La Have, Cape Negro, Cape Sable.

On the Bay of Fundy Coast.

Cape St. Mary, Cape Split, Cape Blomidon, Cape D'Or, Cape Chignecto, Cape Enrage, Cape Spencer, Point Lepreau, Bishop's Head in Grand Manan.

THE PRINCIPAL ISLANDS ARE:--

In the Gulf.

Miscou, Shippegan, and Pokenouche Islands, at the entrance to Chaleur Bay.

Portage, Fox, Bay du Vin, and Sheidrake Islands, in Miramichi Bay.

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Pictou Islands, north of the entrance to Pictou Harbour.

St. Peter's Island, in Hillsborough Bay; and Brae Island in Egmont Bay.

In the Atlantic.

St. Paul's Island, north of Cape Breton Island. With its two lighthouses and fog alarms, it guards the entrance to the Gulf.

Boularderie, between the Great and Little Bras'd Or.

Scatari, near Mire Bay.

Isle Madame, south of Cape Breton Island.

Sable Islands, in the Atlantic, south of Cape Breton.

In the Bay of Fundy.

Long and Brier Islands, at the entrance to St. Mary's Bay.

Partridge Island, with its lighthouse, guards the entrance to St. John Harbour.

The Wolves, Deer, Campobello, and Grand Manan Islands, south of Charlotte county.

Sable Island, the scene of many shipwrecks, has a flat, sandy surface. There is a lighthouse on the island, and also a refuge for shipwrecked sailors. It was first explored by Baron de Lery, and was afterwards visited by Marquis de la Roche, who left on it a number of men. These men suffered many hardships, and only a few of them lived to be rescued by a ship sent out by the French king. There are now herds of ponies on the island.

Grand Manan, the largest of the islands in the Bay of Fundy, has many fertile farms and pleasant settlements, the principal of which is *Grand Harbour*. The scenery on the coasts is in many places bold and striking, some of the cliffs being 600 feet high. The inhabitants are extensively engaged in fishing. **Campobello** and **Deer Islands** are also important fishing stations. The **Wolves** are only visited by fishermen.

Boularderie is 25 miles long, and has several farming settlements. **Isle Madame** is the most populous district in Richmond County. **Partridge Island** is a quarantine station.

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MOUNTAINS.

The surface of the Maritime Provinces is either level or undulating. The principal ranges, none of which are more than 1200 feet in height, are in Nova Scotia and Cape Breton Island. New Brunswick has two low ranges, one along the Tobique River and the other between the rivers Washademoak and Kennebecasis. Prince Edward Island has an undulating surface. There are two ranges in Cape Breton, one along the Gulf Coast, terminating in the bold promontories of Cape St. Lawrence and Cape North; the second along the east shore of Bras D'Or Lake. The highest ranges in Nova Scotia are the **Cobequid Mountains**, north of Minas Basin, and the **North** and **South Mountains**, on either side of the rich and fertile valley of the Annapolis. There are a few broken ranges in Guysborough, Antigonish, and Charlotte Counties.

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