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By John T. Clarkin

TWENTY years ago nearly every Charlottetown boy was a poet and intended to be a sailor.

He may have continued to be a poet until he got his first grocer's bill but the nautical aspirations disappeared on his first rough trip to Pictou. If previous to that event he had written lines such as :

"Bright is the sea
And happy and wide
Laughing for me
To skim o'er its tide."

running into teens of quatrains, on his arrival home from Nova Scotia's strand he hunted up that treasured

poem and burned it. He was well satisfied that the bright and happy sea had done enough laughing at his skimming to do a lifetime.

Like the novel, time wore on, and gradually he forgot the oblations offered the little fishes, and the old aquatic spirit returned; but now his sailing was done in a boat and always within three miles of the lovely green grass for which our Island is so justly famous.

These were the boys who saw vessels worth seeing—vessels that had trimmed their yards to the winds of all

the oceans. The fleets of Duncan, of Welsh & Owen, of the Peakes, the Popes, the Macmillans, the Longworths, the Lefurgeys, the Richards and the other princes of our once famous merchant marine.

The boys who climbed to the royal yard of the "Midas" or the "Lucy Pope" and looked down from that dizzy height are now at least in their thirty-odds, and can afford to pity the boys of to-day. No wonder these unfortunates play hockey and smoke cigarettes all winter; and talk hockey and smoke cigarettes all summer. Who could enthuse over the "P. L. G." the "Confederate" or the "Tarquin" or worse still a steamer. Romance has left the waves.

About a year ago a short sketch of shipping in the early ages appeared in this magazine, a little more will now be added.

Let us begin with Rome. Built on the ruins of the empires of antiquity, the fragments of her empire have been the bases of many nations. The softly flowing languages of southern Europe and the polished portions of many other tongues are the offspring of her speech. From that religion, nurtured by the blood of the martyrs in her Colosseum, come the morality and the justice of our civilization.

She is the keystone of history, no nation however so great, no empire however so vast can ever hope to com-

pare with her.

About 508 B. C. the first treaty of commerce in history was concluded between the Romans and the Carthaginians. It was preserved on a brass plate in the Capital and is considered to be the most ancient authentic monument of Roman or Carthaginian history,

This treaty stipulated that the Romans and their allies were not to navigate beyond Cape Bon which proves that at that remote age the Romans had ships at least equal to a voyage across the Mediterranean,

A second treaty was entered into between these nations in 348 B. C. The wording of these treaties and the fact that the second restricted Roman trade to more confined limits prove that the Carthaginians were the lords of the sea.

The Romans in 338 B. C., subdued the Latins and captured six war galleys of Antium the capital of Latium. Instead of making these ships the nucleus of a navy they removed their rostra or beaks to ornament the forum. Pyrrhus the king of Epirus invaded Italy in 230 B. C. and to gain assistance the Romans entered into a third treaty with the Carthaginians. It was agreed that Rome and Carthage should assist each other; Carthage always to supply the ships; and the troops to be paid by the state needing help.

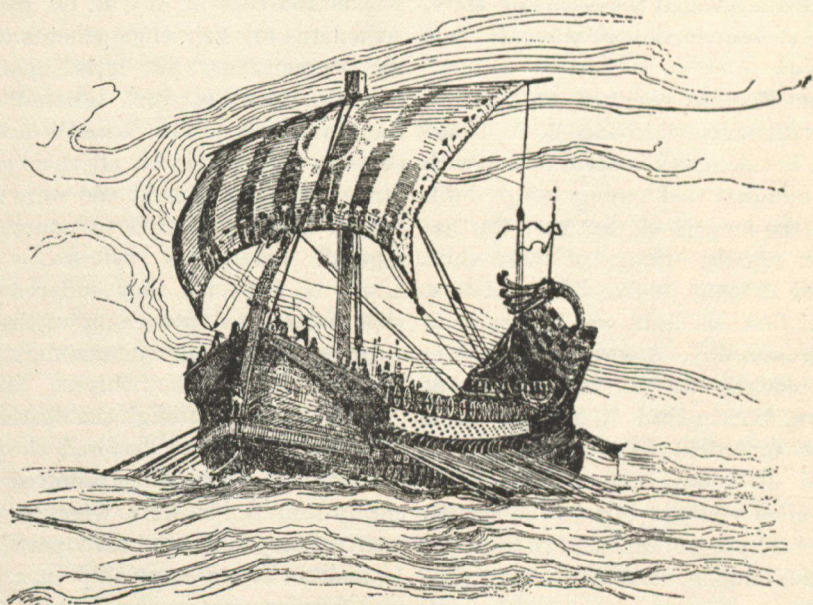
Such a treaty might preserve peace,

and a lasting alliance between nations whose policies were based on like principles, but no two nations could be more dissimilar in every characteristic than Rome and Carthage were at that time.

Carthage like her mother country Phoenicia had achieved all her greatness and accumulated all her wealth

martial power the national character sunk gradually to its decadence.

Rome in contrast owed all that she was to the sword. From being an obscure town on the Tiber her dominion spread over nearly all the peninsula of Italy, and to feel her foot on the necks of conquered peoples was to inflame her to more extended con-



A Ship of Tyre

by commerce and only resorted to war in defence of her interests.

It is true that in a later age she became a really warlike nation and filled the world with the fame of her victories, but all that glory was purchased at a terrible expense,

As she reached the zenith of her

quests. It is with little wonder we see Rome yet in her infancy of power, aspiring to the supremacy of the world. In 264 B. C. she took up the quarrel of some Italian bandits in Sicily and so became engaged in war with Carthage and Syracuse. A peace was soon concluded with Syra-

cuse and Rome was allowed to deal single handed with Carthage, her great rival in the western end of the Mediterranean.

To transport troops to Sicily, Rome was forced to borrow ships from the Tarentines, Eleates, Locrians and Neopolitans. At the beginning of the war the Carthaginians being masters of the sea ravaged the coasts of Italy, while their own country was safe from invasion.

The Romans resolved to build a powerful navy and in 260, B. C., Rome made her debut as a naval power with one hundred and twenty ships built from the models of captured Carthaginian vessels. Some of these ships ranged as many as five banks of oars.

Her first sea fight was like some of the present day. A portion of the fleet was blocked up in the harbor of Lipara, but instead of bottling them up or torpedoing them, as the Japs would do today, the Carthaginians just sailed boldly in, chased the Roman sailors ashore and captured their ships. The next engagement was more lucky for Rome, for her fleet fell in with fifty Carthaginian ships and captured nearly all of them. Later on, a general engagement of the whole fleets of both nations occurred and, like Bannockburn, Arbela and some other battles was a surprise to the world; for the untrained and outnumbered Romans completely defeated the superior fleet and unrivalled sailors of Carthage.

Duilius, the Roman commander, was totally unacquainted with the sea and was dependent on his own genius instead of experience to win his victory. He devised grappling irons and landing stages for his ships, innovations which incurred the derision of the old sailors of the Carthaginian fleet.

Grappling irons were invented by Nicias and used in 413, B. C., by the Athenians in their engagements with the Syracusians, but it is supposed that the Romans were ignorant of that invention. The Romans up to this war had carried on all their military operations by land and were now for the first time forced to undertake gigantic enterprises by sea. As might be expected they suffered terrible calamities on account of the inexperience of their commanders and the inefficiency of their ships.

In one storm, through the obstinacy of the consuls, who despised the advice of their pilots, three hundred and eighty-four ships were wrecked and nearly every one on board perished. In another storm every ship in a Roman fleet was destroyed while a Carthaginian fleet in the same waters made harbor in safety.

This war, known as the First Punic war, proved the stuff of which the Romans were made; for, when the treasury was exhausted, and their fleets smashed; the citizens, at their own expense, built two hundred ships. With this fleet the Romans defeated

the enemy and Carthage was forced to sue for peace which was granted on very severe terms.

This first war with Carthage had made Rome a power on the sea, but nearly twenty years elapsed before another great naval enterprise was undertaken. In 229, B. C., some Italian merchant ships were captured by pirates of Illyria, a country on the eastern side of the Adriatic. The Romans demanded satisfaction which was refused. Perhaps the refusal was more satisfactory to Rome, for it gave her an excuse for fitting out a vast fleet of two hundred ships which completely subdued Illyria and so brought another country under the Roman yoke.

To the Romans of this age war was the only honorable means of acquiring wealth from other nations. Trade was looked upon with the same contempt with which it is regarded by the titled snobbery of to-day. A law was passed about this time which prohibited Roman senators from owning vessels exceeding a very small burden.

The second Punic war culminating in the defeat of Hannibal at Zama was one of great land battles, but its stipulations bring us to the sea. Along with paying a sum equal to \$10,000,000 within fifty years, the

Carthaginians were forced to deliver all their navy with the exception of ten triremes, to the Romans. All that magnificent fleet, numbering upwards of five hundred ships was burned by Scipio in view of the Carthaginians. We can scarcely realize how mortifying that sight was to a people whose standards so lately dominated nearly all Italy. During this war Rome also reduced Syracuse. This event is of special interest, for the great talents of Archimedes were employed in the defence of that city, against the Roman fleet.

When the fifty years required to pay the war indemnity had elapsed, the insatiable Romans sought fresh excuses for hostilities against Carthage.

Masinissa, a king of Numidia in alliance with Rome, was encouraged to harass Carthage and through his machinations Rome soon found the excuse she so much desired. War was again declared against Carthage, and after a terrific struggle, in which both peoples suffered severely, Carthage was utterly destroyed. So perished one of the greatest sea powers of all time.

In the same year Rome also destroyed the great and wealthy city of Corinth.



Stephen Bovyer, Loyalist.

By A. Irwin.

IN the year 1776, when the war of Independence, as the Colonists termed it, or the American Rebellion, as King George's soldiers called it—had been fluctuating for some time, it happened that one fine morning in the month of May, Stephen Bovyer—a sturdy yeoman, who had come to Massachusetts from Chelsea, England, several years before,—was sauntering through one of the fields which formed part of his fine farm fronting on Boston Harbour.

From Chelsea had come many immigrants to the State of Massachusetts. To one of the New England towns they had given the name of their native city; and many of them had remained more staunchly loyal than the colonists in other parts of the state. Some, as was only natural, and these comprised many of the young men of the community, had become inoculated with that spirit which is imbibed with the air of a young and fine country; and were inclined to show in their speech and conduct, when discussing King George and his treatment of the colonies, a spirit of independence which shocked, not to say angered, their older and

and more Conservative relatives and neighbours.

In the case of Stephen Bovyer, loyalty to his King was a sentiment that animated the old man as strongly as his religion. Even if in his heart he was forced to admit that his sovereign's treatment of his over-seas subjects was not right, his loyalty forbade his uttering the thought aloud, or permitting others to give expression to such sentiments in his presence.

So on that Spring morning he walked abroad, pondering upon the course events were taking. He had seen Boston beleagured; the King's veterans replaced by the Continental militia, yet withal he held sturdily loyal to his conviction that the King should be held in honour. The local Committee of Safety had approached him several times to inquire his intentions and to endeavour to enlist his elder sons, but against them the old man had held out; nor were his boys less loyal than he. This conduct would have been bitterly resented, had it not been that in his neighborhood, the patriots, as they called themselves, were all sincere and faithful friends of Bovyer. But many changes had lately

taken place. Officers and men of the local militia companies had been transferred to different parts of the state and their places had been taken by Colonial levies who knew not Stephen Boyyer; who, moreover, were more bitter in animosity to the d——d Tories, as they designated all those who dare to acknowledge fealty to King George. Already, on one or two occasions, had master Stephen Boyyer been irritated by the conduct of these new arrivals, and it was in quite a stubborn frame of mind that he strode over his land, skirting over the water's edge as he walked along.

"'Tis a sad pity," he grumbled to himself, "that some king's ship could not come into harbor this fine morning. They would, in truth, soon make themselves masters again." The old man was aware that a large number of the patriot forces had, some days before, been withdrawn from Boston to engage in enterprises further abroad.

He had, by this time, reached a hill which rose steep from the shore, and enabled a wide view of the harbour to be seen. As if in answer to his lately-uttered prayer, he perceived sailing into the bay, a large vessel, evidently a ship of war. In her wake, hull down on the horizon, were two other ships. The old man's heart beat faster, and he watched excitedly the leading ship. Anxiously he looked for her flag, and it was with a thrill of that pride which stirs the blood of every Briton who

gazes upon it that he recognized the Union Jack.

Meantime, excitement among the small craft anchored in the harbor was observable. Several sloops had rapidly shook out their sails, and glided towards the town. One that boldly stood out to sea aiming to cross the British ships course, was fired upon, but to no effect, as she kept on her way without stopping. By this time, with most of her sails taken in, the man-of-war had approached as near shore as was thought safe, and her anchor was dropped.

At this precise moment Stephen Boyyer heard himself roughly hailed, and he turned around, to be confronted by two perspiring members of the local militia, who had evidently been making haste.

"We want you to bring your oxen and help us haul some cannon hither to open fire upon that brazen ship of George's," said one, firmly but respectfully.

"Then ye shall want," snapped the old man, "hitherto I have not meddled with your politics nor have I been meddled with, but no step shall I take that is disloyal to my king,"

"Look you here, old Tory," angrily spoke the other soldier, "we want not to have trouble with you—we have been told to deal leniently with you and yours, but there be those amongst us who will take your oxen, and treat

you to a coat of tar and feathers, if you attempt to hinder. So let us know where they are. We are in haste, and will free you from an unwelcome service by taking them ourselves."

Bovyer was struck by the evident generosity of the man—who was sincerely in earnest in doing what he conceived to be his duty to his newly-declared nation, and he rejoined, with less harshness than before:

"Take them, then, if it please you."

"I beg of you to come with us, sir, for your sons seem disposed to resist, and the rest of my company are men of scant patience."

To this the old man agreed and the three hurried back to the farmyard, in which were gathered the militiamen and Bovyer's sons.

"Let them take the oxen, my lads," said Stephen, and his boys, well-trained, if not well-pleased, withdrew from the stable door where they had taken up their position.

With hurriedly-muttered thanks the commander of the little party bade his men take out the oxen and then led them away.

"I shall send them back to you, friend Bovyer," said he; and he kept his word, for next day the animals were restored.

* * *

Whether the Continentals succeeded in mounting their cannon or not this story does not tell. When night fell

the British ships still lay moored in the harbour; but in the morning when the Bovyers rose early, she had disappeared.

Thenceforward, events occurred rapidly and after a few years the new order of government was established. But the old loyalist and his family could not reconcile themselves to the new condition of affairs. Notwithstanding the fact that his old neighbours and friends had returned and had settled down around him again, they could not altogether repress their delight over their success, and the vicinity of Boston became distasteful to him. He gathered his goods together, sold his farm, and with his family moved to Rhode Island. But whatever advantages the new home may have possessed over the old were marred by the death of his wife, Dorothea, which occurred in the year 1786. The desire to live again beneath the flag he loved had been growing stronger year by year, and his departure from the United States had been postponed only because of his wife's ill health. Now that she was dead he made up his mind to move to Canada. At that time inducements were being offered to Loyalists to come and settle in Prince Edward Island, (or as it was then called, the Island of St. John), and allured by the promises of the Governor of the Island, Stephen Bovyer, with his family sailed from Rhode Island in the year 1787. On his arri-

val he acquired a tract of land at Stanhope, where he settled down with his three sons, John, Stephen and Robert. Stephen Boyyer, the younger, brought with him his wife Margaret Campbell, to whom he had been married in the United States and with them came their five children.

Stanhope was at that time about the most thickly populated settlement on the Island of St. John. The Lawsons, Aulds, Higgins, Carrs, and others had come hither from England as early as 1769 and formed quite a community.

Among the residents of the place was the Reverend Theophilus DesBrisay, the Rector of Charlotte Parish. Mr. DesBrisay received his appointment from the King in 1774. He had arrived in the Island in 1775. At that time he was probably the only resident Minister in the colony, and being a most broad-minded and friendly man was greatly esteemed by all.

Shortly after Stephen Boyyer's arrival, he met Mr. DesBrisay, and the two became friends. It chanced that at one of their meetings Boyyer recounted the events of the morning when the English ship of war sailed into Boston Harbor and anchored off

his farm. Mr. DesBrisay listened with deep interest and being told of the date of the event and other circumstances relating thereto, surprised his neighbor by informing him that the ship was H. M. S. Renown, and on that identical morning, he, Rev. Mr. DesBrisay, was serving on board as Chaplain.

This, if anything, helped to bind the friendship of the two; but their companionship was destined to be of short duration; for, a little more than a year after his arrival on the Island Stephen Boyyer, the brave old loyalist, passed away to that land where reigns the King of Kings.

His descendants were numerous. They are, however, now scattered here and there over the continent. Of direct male descendants but one or two remain in this province, Dr. Robertson of Crapaud being a great-grandson; as is also, if the writer is not mistaken, Mr. Alfred Boyyer of Covehead. Mrs F. S. Moore, Mrs. Smallwood, and Mrs John Higgins, of Charlottetown are also descendants of the old loyalist, whose story describes one of a class of men who came here in numbers after the Revolutionary War.



Port La Joie.

(The Happy Haven.)

WHERE three tides meet, all sun-embrowned.
 By lavish summer verdure-crowned,
 Enthroned she sits, the laughing queen,
 Of whisp'ring wheatfields, meadows green,
 With Neptune's arms about her wound.

The azure waters wrap her 'round
 With sensuous, slumbrous murm'ring sound ;
 Unknowing stress, she reigns serene
 Where three tides meet.

The morrow and its cares are drowned
 In brimming bliss for each day found ;
 She vaunts her not of passion keen,
 But, priestess of the peaceful scene.
 She rules, content though unrenowned,
 Where three tides meet.

Charlottetown.

J. M.



Great Epochs in English Literature and their Causes. A Sketch — VI.

By Hon. A. B. Warburton, D. C. L.

THE ground gone over in the previous numbers of this sketch is well-worn and may cease to interest. I will now turn to some of the causes which gave birth to these great epochs — to paths which, though less trodden, may, I hope, prove worth treading. It will at once be evident to anyone, who has devoted any time to the study of English or other literatures, that to thoroughly investigate and discuss their causes would be an almost super-human undertaking, and the finished work would be a large library in itself. In this sketch it is not intended to delve into the depths, but only to take

up some of the causes, which, to the writer, seem to lie on the surface and which will present themselves to readers of history, whether of literature or of nations.

The country during the four periods of which I have spoken, was in a state of comparative tranquility. The civil broils of preceding times were at an end; the nation was united in itself. To say that there were no foreign wars would be incorrect; but such wars as were being waged, did not produce any feeling of insecurity at home. The times, which respectively preceded these four periods, were very different. Possibly the four stormiest ages in English history were those which went before the greatest literary epochs. It has always seemed to me that in those troublous and warlike times, the causes of literary greatness might be sought. Immediately preceding the Chaucerian period, we have the reigns of Edward I, Edward II, and Edward III, reigns which covered some of the most solidly great, some of the most wretched, and some of the most superficially brilliant pages in English history. The restless spirit of the Middle Ages, which had rendered it possible for Peter the Hermit, and others as zealous as himself, to hurl the chivalry of the west, in Crusade after Crusade, against the Paynim masters of the Holy Sepulchre, had not yet died out. But its course had been turned into other channels. Edward I, as wise a monarch as ever sat

on the throne of England, had himself, before his father's death, gone on a Crusade, but he soon saw the folly of wasting English blood and treasure in barren expeditions to Palestine. He formed his comprehensive design of uniting the whole of Britain under one crown. He reduced the Welsh, that gallant race, to subjection. He next sought by state-craft to bring Scotland into a united realm, and, failing in that, turned his arms against the Northern Kingdom, and there victory was still his attendant. The might of Wallace was vain against so terrible a foe. The prowess of the Scottish Chieftain, might, and did, wrest victories from Edward's generals, but the monarch himself was invincible. Vain also were the military skill and valour of Robert Bruce against the veteran armies of England; till the hand of Providence, by removing Edward, gave Scotland that independence the bravery of her sons so well deserved.

Scarce had the reins of power fallen from the dying hand of the old king into the powerless grasp of his weak son Edward II, when a change came over the affairs of England. Giving himself over to favorites, Edward II soon saw the barons throwing off the subjection, in which they had been held under the iron sway of his father. Forced to renew the late monarch's attempts on Scotland, the crushing defeat at Bannockburn quickly proved how unfit he was to cope with the

martial spirits of the north. To national defeat succeeded domestic trouble. The reign of Edward II is one of the unhappiest in English history. During the twenty years he had the misfortune to rule, English misery and disgrace seemed approaching a climax. Yet he seems to have been an amiable and cultured man, who would likely have proved a popular and exemplary monarch, had he reigned in the latter half of the 19th century, but was utterly unfitted for rule in the stern age in which his lot was cast. But when his wretched life was brought to its fearful close, there mounted the throne of England, one of the most brilliant and warlike princes who ever swayed her sceptre.

The reign of Edward III is one of the longest and, in a sense, one of the most brilliant in our history. He raised the English name from the depths to which it was falling. He inaugurated a period of strong government at home and of brilliant victory abroad. He made his Court the most splendid in Europe. He fostered and encouraged that spirit of chivalry and romantic devotion to the fair sex, which tended so much to soften the rigor of an iron age.

Yet in the true sense of the term "greatness," the student of history may well hesitate to call the reign of Edward III a great reign. He was not nearly as able a man as his grandfather, though much more brilliant.

He was a strong man, and succeeded a weak one. He re-established order, where, for a time, disorder had prevailed. He was, undoubtedly, an infinitely abler man than his father, or than his successor, Richard II. He was a soldier, a knight-errant by nature.

His wars abroad were useless wars, but they were conducted with consummate military ability, and were most brilliant in their wonderful successes. In the glamor thrown over those wars by the marvellous achievements of English arms, men forgot, and now forget, their folly and worse than folly. The misery, the debt, the wretched closing years of the brilliant monarch himself, are over-looked in the glare of his earlier triumphs. The chivalry of his time was gorgeous, but it was of a meretricious type. The 14th century was a cruel, and unreal, insincere century. The outward form and show of chivalry were there, its soul had fled. It lacked the solidity, the reality of the two preceding centuries. Yet it dazzled. It appealed to men's vanity. It was pleasing; it was inspiring to a martial race. Its hollowness was not seen till ages had elapsed. Combined with the causes I have already referred to, and with others I propose to briefly point out later on, it was a powerful influence in producing the literary period, now about to dawn. And there can be no doubt as to the wonderful military performances of this time. The long series of English successes, gained by

Edward and the Black Prince, over the foreign foes of their country, were, indeed, marvellous.

By the victories of Sluys, Crecy and Poitiers, they established that naval and military renown, which the lapse of five centuries has not dimmed. Nor were their successes confined to the Continent. At home, Queen Philippa, at the battle of Neville's Cross, amply avenged the day at Bannockburn. Two captive kings graced the monarch's triumph. Then, for the first time, was the march of an English army heard in Castile, and at Najara, the Black Prince, against tremendous odds (and I must say, in a most unrighteous cause), proved to the Spaniards the martial prowess of England. The number of his foes only enhanced the brilliancy of the Prince's victory. By exploits such as these, were Englishmen taught to consider themselves the greatest of earth's nations. Their thoughts and energies were turned to

the arts of war. The martial spirit was burning high within them. No thought, then, had they for the peaceful pursuits of literature. But an inexhaustible store of material was being garnered up ready for the first writer who would stretch forth his hand to seize it. All that was required was a period of peace to waken the literary intellect of the land. The comparative quiet of Richard II's reign afforded this.

Then it was that Chaucer and his contemporaries produced the imperishable works of their genius. It was an age peculiarly adapted for literary production. The brilliant series of Edward III's victories was now at an end. The Wars of the Roses had not yet begun. The stern muse of the Scald and the sweet minstrelsy of the Troubadour, which had long stirred the restless spirit of the Northmen, or had captivated the knightly warriors of the South were now passing away.



Counsel.

IF thou shouldst bid thy friend farewell,
 But for one night though that farewell should be,
 Press thou his hand in thine; how canst thou tell
 How far from thee

Fate, or caprice, may lead his feet
 Ere that to-morrow come? Men have been known

Lightly to turn the corner of a street,
And days have grown

To months, and months to lagging years,
Before they looked in loving eyes again,
Parting' at best, is underlaid with tears—
With tears and pain.

Therefore, lest sudden death should come between,
Or time, or distance, clasp with pressure true
The palm of him who goeth forth. Unseen,
Fate goeth, too!

Yea, find thou always time to say
Some earnest word betwixt the idle talk,
Lest with thee henceforth, night and day,
Regret should walk.

—Selected.



Hon. A. B. Warburton. D. C. L.

HON. ALEXANDER BANNERMAN formerly been the representative for
WARBURTON, is the son of Jam- Prince County. Mr. James Warbur-
es Warburton, who came to this Island ton's children were: Mary Elizabeth,
from Ireland in the year 1834; and who became the wife of John Clark,
who settled on land in Lot 11, where of Alberton, whom she survives; Rich-
he lived until the year 1873; when he ard, who met his death on the Missis-
with his family came to Charlotte- sippi River; William, who spent many
town. He was a member of the first years in the Punjaub, a distinguished
Administration formed in this Province doctor of the Indian Medical Service,
under responsible Government, and became Acting Surgeon General in
for years he — off and on—occupied India, was given the rank of Colonel,
the position of Provincial Secretary, and is now the Superintendent of
and a Provincial Treasurer; the two the Royal Infirmary of Edinburgh,
offices at that time being distinctly the largest infirmary in the world;
separate! He married Martha C., Annie who married, and now survives,
daughter of Samuel Green, who be- the late Robert Bruce Stewart, of
longed to St. Eleanors, and who had Strathgartney; George, who entered

the medical profession and spent seventeen years in India, now retired, and living in Charlottetown; Alexander Bannerman, the subject of our sketch; and James, ex-Mayor of Charlottetown; now representing the city in the local Legislature, a physician by profession and resident in Charlottetown.

The subject of the present article was born on the 5th of April, 1852, and passed the first fifteen years of his life on his father's farm. His schooldays began in 1866, by his attending the Grammar school at Summerside. Then followed two years at St. Dunstan's College, Charlottetown, in company with his brothers, George and James. At St. Dunstan's he passed his matriculation examination for King's College, Windsor, N. S., at which university, in his Freshman Year he was successful in winning the Welsford Scholarship (a coveted prize awarded to the student making the highest aggregate percentage in all the subjects studied by the first year) by the highest number of marks by which it had ever been taken—a record that has not yet been beaten. He also took in his Freshman's Year, the Williams Engineering Prize, open to the whole body of students, and in his fourth term led the year in Responsions. At the end of his second year he went to Edinburgh University for a year in Arts and Classics. This was followed by a year spent in London with the famous tutor, Walter Wren:

after which Mr. Warburton returned home. He took his B. A. degree at Windsor in 1874; B. C. L. in 1876, and D. C. L. in 1897; all have been taken in due course.

Mr. Warburton studied law with Mr. Louis Davies (now Sir Louis Davies, K. C. M. G. of the Supreme Court of Canada), and, after completing his term here, studied during his Attorney's year with G. Baugh Allan, of the Inner Temple, London, who was a noted English pleader. Upon returning to Charlottetown, Mr. Warburton first practiced law alone, then in partnership with the late Francis Conroy. Subsequent law partners were C. R. Smallwood, and, later, D. A. McKinnon, the present M. P. for East Queen's.

Hon. Mr. Warburton's political life began early. He was appointed Secretary of the Liberal Association when he returned from his studies in London. He ran his first election in 1890, enjoying on election day the novel experience of being on board a steamer stuck fast in the ice off Pictou. In such adverse circumstances it is not so very surprising that victory waited not upon him. In the following year, he was more successful, being elected for the First District of Queens, in a bye-election for the Local Legislature. He was re-elected at the general elections which followed in the years 1893 and 1897; in the latter year on the resignation of Hon. Fred Peters, he was

called upon to form a Government, which he did, becoming Premier of the Province; finally retiring from political life, in 1898, to become Judge of the County Court of Kings' County. During his premiership the contract for the present Prince of Wales College were made, and the work well started.

During the period when Judge Warburton was engaged in public life, his time was fully occupied. For many years he was one of the chief political editorial writers of *The Patriot*, and his ability in this line has long been recognized. He was always a leading figure in election campaigns and, being a fluent speaker usually did his full share in "stumping" the country. Politics, however, did not absorb all his energies. In the cause of education he has been one of our foremost reformers; it is doubtful if any other person on the Island has such a good grasp of the subject as he; a series of articles, contributed by him to earlier volumes of this magazine, contained a most exhaustive review of the whole subject, and suggested reforms which commonsense has since made it advisable to adopt.

In history and literature, Judge Warburton finds much recreation, and from the results of his studies in these subjects, he has contributed many articles to the Press, (especially to us has he been a generous contributor) and at times has occupied with ability

the lecture-platform. During his short administration of the local Government in 1897-98, he showed himself to be inspired by principles which we would like to see more generally possessed by the political steerers of our local ship of state. A reference to the extracts on our editorial pages last month will show the manliness with which he when Premier, explained the position of this Province to the people.

In 1884, in conjunction with Mr. R. R. (now Mr. Justice) Fitzgerald, he inaugurated the movement for tree planting, and improving the appearance of the town. The columns of *The Patriot* having been placed at his disposal, and those of *The Examiner* at Mr. Fitzgerald's, they carried the movement to a successful issue. The trees now adorning Queen Square, and Rochford Square, were planted and the gardens in the former laid out in that year; and in the whole town over eight hundred trees were planted on the Queen's Birthday.

Judge Warburton, was married to his first wife, Helen M., daughter of Hon. D. Davis, in 1883; her death took place in the following year. In 1889, he married Isabel C, youngest daughter of the late Hon. John Longworth, and their family consists of three daughters.

Judge Warburton is a member of St. Paul's (Church of England) congregation, Charlottetown. He is a loyal churchman, but tolerant and

broadminded on all subjects, religion included. He puts on no "airs;" is ever ready to help make pleasanter the lives of those with whom he comes into contact, and because of these qualities of his character he is justly appreciated and respected. We have special pleasure in presenting his portrait as a frontispiece to this month's number.



Sixty Years Ago.

I TAKE up a file of *The Islander*, or *Prince Edward Weekly Intelligencer and Advertiser*, dated Charlottetown, Friday, May 3, 1844. This particular date is the 75th issue of that newspaper, it having first been published on December 2, 1842. John Ings, who is still amongst us, was the printer and publisher.

As affording matter for comparison between that time and the present, and also as a means of furnishing *The Prince Edward Island Magazine's* older readers with texts on which to exercise their memories, I propose to furnish extracts from this newspaper, showing what occurred, and what occupied public attention, during the month of May, sixty years ago.

First in order come the advertisements, and first among them is a notice of Land Assessment, signed by J. Spencer Smith, Treasurer. T. Des-Brissay, proprietor of the Apothecaries Hall, announces the arrival of new stock from London, per the *Constance*.

W. R. Watson also announces arrivals of drugs and select groceries, *ex Acadian*, from Greenock, and *Jane Spratt* from Halifax. How many of those merchants of that day, and the good ships that brought their goods to them, have passed away. The old Apothecaries Hall has gone and a new one has taken its place on the old site, but its proprietor is called by another name. Robert MacKie "intimates his having commenced business in Mr. J. M. Gillis' New House, opposite the Apothecaries Hall, (this stand is now occupied by Jenkins & Son). Lydiard & Finlayson, No. 1 Queen Street, are among the largest advertisers, announcing importations of cloths, flannels, silks, Jamaica spirits, brandy and groceries; in a postscript they add a notification that is even yet used, viz: that "unless those whose accounts have been due some time, etc., etc." James H. Peters gives notice that he has been appointed to manage the real estates of the Honourable Samuel

Cunard ; Henry Palmer advertises the "Hartford" and "Protection" fire insurance companies ; Joseph Parson, at the Phoenix Foundry, announces that he has finished a number of American ploughs ; Donald McFadyen advertises "cheap tailoring." P. L. Simmons, of London, England, gives notification that he is prepared to act as a general agent for Colonists generally, and his advertisement contains this paragraph. —"N. B.—Parents sending home their children for education, may, with confidence, entrust them to the care of Mr. Simmons, who will undertake to see them placed in first-rate and respectable establishments, where every attention shall be paid to their health, morals, improvement and general comfort." James N. Harris, commission agent and auctioneer offers for sale, at his store on King Street, a very comprehensive list, among which is enumerated ironmongery, cottons, shawls, broadcloths, tea, sugar, allspice, lemon syrup, Irish beverage, Labrador hering, furniture, spruce plank, harness, clocks, boots, etc., etc. John S. Bremner respectfully acquaints his friends and the public generally that he has opened a 'stationary' and bookstore opposite the premises of J. T. Thomas (Great George St., near Grafton). The Victoria House was a millinery establishment, presided over by Miss M. L. McCurdy, from Halifax, whose establishment was on Queen Street "immediately opposite to that of

Messrs. J. & W. McGill, and adjoining the 'stationary' store of Mr. H. Stamper. These 'stationary' stores, however, have not proved more lasting than those devoted to other branches of trade. There is an official notice intimating that certain persons have been appointed Hog-reeves by the Lieutenant Governor in Council.

Albert Yates, Alexander Davidson, H. W. Lobban, James N. Harris, and W. Bearisto appear to have been the auctioneers of that day in Charlottetown. Mrs. Weymouth advertises the Royal Hotel in Kent Street, and advises "the inhabitants of Prince Edward Island and the neighboring colonies that the upper part of the building has been laid out in a suitable manner for public balls, dinners, or suppers. She is prepared to furnish either at the shortest notice, and in the best style." Thomas Owen, postmaster, announces that "the mails for Pictou, Halifax, etc., will be made up, until further notice, every Tuesday and Thursday morning at 8 o'clock," also that the steamer St. George will run twice a week between Charlottetown and Pictou, until further notice, leaving Charlottetown every Tuesday and Thursday mornings at half-past eight and returning the following days, leaving Pictou at 10 a. m.

Local news received less elaborate treatment at the hands of the journalists than that it gets nowadays.

Events that happened were disposed of in brief paragraphs—it was the day when the chief function of the newspaper was considered to be that of furnishing an outlet for long winded diatribes on the political questions of the time, varied by scathing personal attacks on any unfortunate public man who might become the subject for the exercise of the talents of the journalists and the attendant corps of anonymous correspondents. The foreign news was all derived from "The English mail," which meant that at certain dates varying from a week to a fortnight apart the arrival of English newspapers furnished the only foreign news for the local journals to place before their readers. In the issue of *The Islander* of May 3, 1844, I can find but one "local item," and that refers to a lecture delivered at the Mechanics' Institute, by Mr. John Gainsford on The Mechanical Powers. The Mechanics' Institute was a mutual improvement society under the direction of which many lectures were given on subjects of an educational nature. It is also mentioned that the steamer *St. George* with the Island mail and a number of passengers, sailed for Pictou on Tuesday last (April 30, 1844), being the first trip for the season, and returned again on Thursday, bringing with her the colonial mails. The schooner *Happy Return*, which arrived from Boston on the 8th May, reported "that she was detained in the Gut of Canso 18 days with a great number of other vessels on account of the ice. Spoke the barque *Mary Jane*, bound to Cascumpec. A brig from the West Indies, laden with sugar, and bound to Quebec, had sunk near the Gut, and was a total wreck in consequence of the damage sustained in endeavoring to effect a passage through the ice. A Hue and Cry notice is published relating the escape of two thieves from the Charlottetown Jail. "The officers and men of the Fire Engine Co., No. 2, beg to acknowledge the receipt from Mr. David Wilson of a donation of three pounds as a premium for being first at a fire on his premises." Another item relates that "the schooner *Swan*, W. P. Nelmes master, arrived on Sunday, the 12th inst, in 11 days from Bermuda. There were a large number of vessels lying at Ship Harbor, bound up the Gulf, but could not proceed on account of ice. It was with great difficulty that the *Swan* made her way through it. Seals were seen in great numbers, The formation of the Prince Edward Island Marine Insurance Company is noted, with the following directors: Charles Hensley, Daniel Brennan, T. H. Haviland, Andrew Duncan, James Peake, Wm. W. Lord, Dennis Reddin, Wm. Swabey, James Yeo, John Davis, jun., Benjamin Davis, Robert Longworth, and Patrick Walker, Esquires.

(To be Continued)

Our Feathered Friends, III—Second Series.

By John MacSwain.

MANY shore birds make the Island a stopping place on their annual journeys north and south. This might be expected from the circumstance that the coast is much indented by the waters of the sea in its bays, harbors, rivers and inlets. Seawater is within a short distance of every part and fresh water streams are numerous. By the irregular conformation of its coast line and its many rippling brooks, the feeding grounds for shore birds is greatly extended. The sandy beach, the rock-strewn and rock-bound shore line, the ooze-covered inlet-bottoms and the marshy margins of rivers and ponds supply the food favored by these birds.

A few pass the summer here and rear their young, but the greater number extend their migration farther north. On the return to their winter retreats we see many of these birds. They are enticed to loiter on the way while food is abundant, but, after a sojourn of a few days or a few weeks, they are urged onwards, by the gradually changing season. While on their spring migration their breeding instincts hurry them northwards and they tarry not until they have reached a suitable resting place, in Labrador, the Hudson Bay country or even

farther north. This is what Dr. Cones says in describing the home of the Least-Sandpiper, the smallest of the family. "Fogs hang low and heavy over rock-girdled Labrador. Angry waves, palled with rage, exhaust themselves to encroach upon the stern shores, and, baffled, sink back howling into the depths. Winds shriek as they course in mad career, till the humble mosses that clothe the rocks crouch lower still in fear. Overhead the Sea Gulls scream as they winnow, and the Murres, all silent, ply eager oars to escape the blast. What is here to entice the steps of the delicate birds? They have come, urged by resistless impulse, and have made a nest on the ground in some half-sheltered nook. The material was ready at hand, in the mossy covering of the earth, and little care or thought was needed to fashion a little bunch into a little home."

Some of these birds, such as have reared their young in the early part of the summer may be found here in August and September. Resting on their way south, remaining as long as the cooling temperature of autumn permits they are seen along our rivers and ponds, but most numerous along the sea coast. Wherever suitable food can be obtained, the Snipes secure the

worms and other denizens of the slime by probing with their long bills, and the Sandpipers and Plovers pick up the minute crustaceans and other forms of marine life which are thrown upon the beach by the waves or left by the retreating tide.

SNIBE, THE WOODCOCK.

This bird was at one time common but "the man with the gun" has very much reduced its numbers, so that now it is rather a rare bird. It arrives here early in the spring, frequently in April, and sets at once about making its nest. This is placed commonly at the root of a tree or stump in a wood or thicket near its feeding grounds.

It is nocturnal in its habits, rarely moving during the day except when disturbed by the hunter or by an accidental intruder on its particular domain. Its long bill, eyes set far back and its banded crown, make its identification easy.

Wilson's Snipe has one peculiarity in its flight which will aid us in identifying it:—"It flies in rapid zigzag lines." Like the Woodcock it probes the soft mud with its long bill for worms. It also devours water insects and grass-hoppers. It is found here at all times during our summer, and as its nesting range extends from the northern United States to the Arctic circle we may conclude that it nests here also, though I have no information that the nest has been found any where on the Island. It is not quite

so large as the Woodcock, and, its bill, though long is about a half inch shorter. A light stripe extends over the middle of the crown.

SANDPIPERS.

The White-rumped Sandpiper is more abundant than Woodcock or Wilson's Snipe. Its rump, covered by its white upper tail coverts is a distinguishing mark readily seen in its flight with its long downward curving wings.

The Least-Sandpiper is a small bird. It is the smallest of the Snipes and is often seen in small flocks, on the seashore or along our rivers. On the margin of the sea, where the rippling waves roll up the beach it may be seen advancing and receding with the undulations of the sea, industriously collecting whatever may serve it as food.

The Semipalmated Sandpiper is a very little larger than the Least-Sandpiper. Though about the same size it may be easily distinguished from the other by its partly webbed feet and its bill which is grooved to the tip.

The Sanderling is larger than either the Least or the Semipalmated Sandpiper. Both bill and feet are black, and the feet are three-toed, the hind toe being wanting. It permits a close approach for it is not so readily alarmed as the other Sandpipers, Even when it takes to flight, a flock after a few evolutions often returns

almost to the place from which it started.

The Greater and Lesser Yellow Legs are two species very much alike in color and form, but show a good deal of difference in size. This difference affords the easiest means of distinguishing them. The Greater Yellow Legs is always more than twelve inches in length, the smaller one is less than ten inches.

These birds have a habit which is seen in some others of this family. Upon alighting, they extend their wings upwards so that the tips touch before they bring them to rest along their bodies.

The solitary Sandpiper bears enough of resemblance to the Yellow Legs to be placed in the same genus. It is much smaller than the Yellow legs, on being little more than eight inches in length. Instead of their black bills and yellow legs, the solitary Sand-

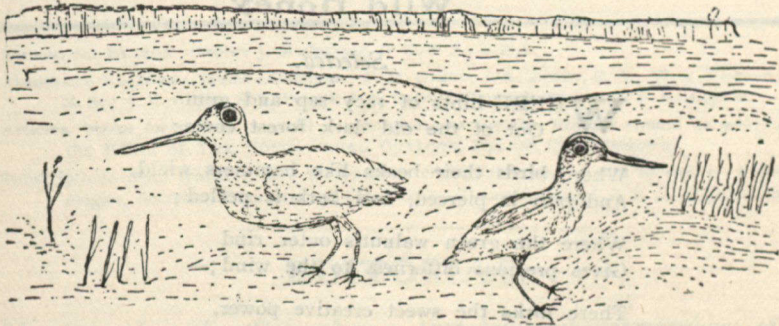
piper has both bill and feet an olive green. It does not collect in flocks like most of the Sandpipers, hence its name.

The spotted Sandpiper is frequently seen in our fields and along the groves skirting the borders of our streams and ponds, sometimes in the immediate vicinity of the sea, sometimes at a distance inland. It may be seen in such situations and even in open fields during the whole period of its northern sojourn.

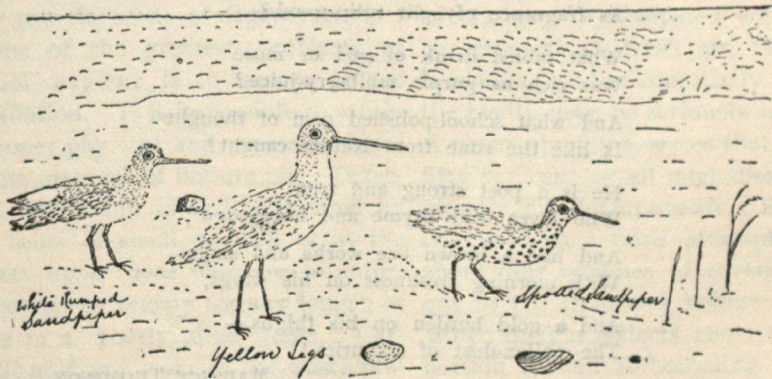
It arrives here in May and in June it makes its nest which is often placed in a field of grain. It exhibits the arts, characteristic of some birds, of decoying an intruder away from its eggs or young. It may be easily known by its spotted breast and sides, and its habit of tilting up its body, on account of which it has received the name of "The tip up" and Teeter Snipe."

SUMMARY OF DESCRIPTIONS.

Name	Length	Length of Bill	Color of feet	Special mark
Woodcocks	11 to 12 in.	3 in.	Flesh color	Eyes far back
Wilson's Snipe	9 to 11 in.	2½ in	Greenish Gray	Crown with a light stripe
White-rumped Sandpiper	7½ in.	1 in.	Black	White spot on rump
Least Sandpiper	5¼ "	¾ "	"	Smallest of the family
Semipalmated Sandpiper	6½ "	¾ "	"	Half-webbed feet & small size
Solitary Sandpiper	8 "	1 "	Dark Olive	Very slender bill & dusky legs
Spotted Sandpiper	8 "	1 "	Flesh color	Breast & sides spotted black
Greater Yellow Legs	13 "	2 "	Yellow	Bright yellow legs
Yellow Legs	11 "	1¾ in	Yellow	" " "
Sanderling	7½ "	1 in	Black	Absence of hind toe



WOODCOCK. (Drawing by the author).



White Rumped Sandpiper, Yellowlegs, and Spotted Sandpiper.

(Drawing by the author).

Wild Honey.

Selected.

WHERE hints of racy sap and gum
Out of the old dark forest come ;

Where birds their beaks like hammers wield,
And pith is pierced, and bark is peeled ;

Where the green walnut's outer rind
Gives precious bitterness to the wind ;—

There lurks the sweet creative power,
As lurks the honey in the flower.

In winter's bud that bursts in spring,
In nut of autumn's ripening,

In acrid bulb beneath the mold,
Sleeps the elixir, strong and old,

That Rosicrucians sought in vain,—
Life that renews itself again !

What bottled perfume is so good
As fragrance of split tulip-wood ?

What fabled drink of god or muse
Was rich as purple mulberry-juice ?

And what school-polished gem of thought
Is like the rune from Nature caught ?

He is a poet strong and true
Who loves wild thyme and honey-dew ;

And like a brown bee works and sings
With morning freshness on his wings,

And a gold burden on his thighs,—
The pollen-dust of centuries !

MAURICE THOMPSON.

The Educational Outlook

The Official Organ of The Teachers' Association of P. E. Island.

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Articles, books for review, and all communications for the Editors should be addressed to the Editor of THE EDUCATIONAL OUTLOOK, Box 106, Charlottetown.

Subscriptions from teachers, and all business communications should be sent to James Landrigan, Secretary-Treasurer of the Teachers' Association of P. E. I., Charlottetown.

EDITORIAL.

Hygiene for the School.

THE years of school life are, physiologically considered, the most important years of our lives. At this time the human body may, with healthy surroundings, be impressed with a lasting vigor, or foul air, improper nourishment, and overtraining may sow the seeds of degeneration.

One of the greatest problems of school hygiene is to secure proper ventilation. It is impossible to attain a proper physical and mental culture in the presence of impure air. Defective ventilation is easily detected by the sense of smell, as well as by the effects upon those who are so unfortunate as to remain for any length of time in a poorly aired room. Carbonic acid gas is one of the waste products of the body and is thrown off by the breath, and it is this substance

that taints the atmosphere of rooms. A heavy, musty odor, so often detected in crowded and poorly ventilated rooms is an evidence to the senses that there is an excess of carbonic acid gas present. This odor is not experienced by those already in the room, but is very appreciable to the new comer from the outside. The ill effects may be dissipated with a proper renewal of fresh air, but if air is too long or too constantly exposed the health may be seriously impaired. A noted physician states that at least fifty per cent of all fatal diseases are directly due to impure air. Scientists tell us that a pure atmosphere has about four volumes of carbonic acid gas to ten thousand volumes of air. When the gas collects above that proportion the air is becoming vitiated, and when the proportion of carbonic acid gas exceeds six to eight parts in

ten thousand the air is unfit for continuous breathing.

Schoolhouses should not be overcrowded. Each child should be allowed from twelve to twenty square feet of floor space and from 200 to 250 cubic feet of air space. But floor space and air space will not alone suffice; there must be some way in which the foul air may be removed and a fresh supply provided.

The proper lighting of the school-room is a point of very great importance. Professor Cohn, of Breslau, and others have found that there is a progressive tendency to near-sightedness in school children; induced to a certain extent by the nature of their work, and encouraged by defective illuminations. After examining the eyes of ten thousand school children, Prof. Cohn found that the near-sightedness increased from the lower to the upper classes.

Everything tending towards eye-strain should be carefully avoided. The windows of schoolrooms should reach closely to the ceiling, as it is better to have the source of light as far above the floor as possible. It is usually considered preferable to have the light coming from the left side. The color of the school-room walls should be light grey.

The furniture of the school room may have an important influence on the child's health. The pupil should be compelled to sit up straight. If

the seats are not properly constructed, children will be obliged to work in constricted, uncomfortable positions, and curvature of the spine will result. The seat should be such a height that the child when sitting can have the soles and heels of his feet reaching easily on the floor. The temperature of the schoolroom in the winter should not be lower than 65 degrees F, or higher than 70 degrees F, a good average being 68 degrees F.



Singing in Schools.

THE training in attention, in the use of clear, distinct and musical tones, the subjection of the vocal organs to the will, the habit and the power of concerted action, as well as the opportunity for cultivating humane, patriotic and paternal sentiments, are features of education of great value, naturally promoted by carefully arranged exercises in vocal music and by persistent and judicious practice of them.

As a rule children like to sing, and their disposition to do so should be so guided that good and not evil will result. It is very desirable that children should be taught to sing, by note or by rote, the simpler familiar patriotic songs. Music should commend itself to all teachers for opening and closing exercises, on account of its powers as a moral agent, as a balm

for wounded spirits and as an inspiration to the highest endeavor.

"If music is from Heaven," says a noted author, "does it not originate in pure noble minds? Can a musician whose touch breathes harmonies divine, whose voice echoes melody immortal, ever become degraded in thought or speech? One of the cords that bind man to Paradise is music, the power that swings back the gates and lets out a glimpse of the radiance from eternal Love and Happiness. There is a power in the human voice combined with skill in human fingers that causes to pulsate the heart of Infinite Rhythm and in all listening souls is poured the flood of Content that never ceases to please. Tears may flow, trials may come, but there lives a spark that continues to burn though covered by the ashes of the world. And like the great natural law that nothing is lost in the universe, the joy rolls back on the heart of the giver and keeps the light of divinity bright in the soul."



The Salary Question.

DR A. E. Winship, editor of the Boston Journal of Education, has been making an investigation into the teachers' salary question. He finds New York City pays the highest salaries. Boston also does well, while Philadelphia is notoriously illiberal. Among the States, California provides

the best salaries, the minimum there being \$45. Yet we find that even in California there is a movement towards better salaries for teachers. The Stockton Record, a daily paper of that State is leading the movement. In a recent issue it published a letter from the governor endorsing its position, and it announces the following articles of belief: — (1) That the salaries of teachers in the public schools of California should be substantially raised; (2) that in raising such salaries, the increased cost of living, the standard of preparation required of the teacher, and the wage paid other occupations, should be taken into account; (3) that men and women should be paid the same salaries for the same class of school work; (4) that the increase in salaries should be provided for by increasing the county school tax so that ample provision may be made for increasing the salaries of teachers in both rural and city schools; (5) that the press of the State should unite in demanding better salaries for the teachers.

In Oregon there is a scarcity of teachers and also an agitation for increased remuneration. The Oregon Teachers Monthly says that the teachers are mostly to blame for the smallness of salaries received. "They have been too reluctant to assert their needs; they have been too patient, trusting too implicitly on the generosity of the public to come to their assistance.

The cost of living has more than doubled since 1894, but teachers' salaries are less than they were at that time." The Monthly strongly advocates the forming of a teachers' federation by the Oregon pedagogues.

It seems that the agitation for increased remuneration for teachers is general throughout the length and breadth of America. In every state and province there is a scarcity of teachers. In our own province many schools were vacant during a greater or less portion of the school year just closing. This state of affairs will continue until the teachers receive a substantial increase in salaries. The great demand for teachers in the West is depleting us of our best teaching talent. Every month teachers are leaving our shores, and the exodus will continue unless the ratepayers rise to the situation and vote substantial supplements to the teachers' salaries.

Necrology.

MANY teachers in this Province who attended the meeting of Provincial Teachers' Association two years ago, will regret to learn that the hand of death has claimed as its victim one who took a very prominent part in the proceedings of that convention. We refer to the Hon. Frank A. Hill, for some years Secretary of the Massachusetts State Board of

Education. He was a judicious writer on education, an interesting and effective speaker, and he exerted a wide and wholesome influence in the educational world. His personal character was kindly and most attractive, and his death will be universally regretted wherever his eminent worth was known.

The Eastern Teachers' Association.

IN the Town Hall at Georgetown on Wednesday and Thursday June 29th and 30th inst., the teachers of the eastern half of the province will assemble to hold the fifth Annual Convention of the Eastern Teachers' Association. Georgetown being centrally located and within easy reach by railway and steamboats with all sections of eastern P. E. I., a very large attendance is expected. Every up-to-date, energetic, and progressive teacher in the Eastern Inspectorate will be present. The following is the programme:

Presidents' Address—Jas. D. McLeod:
 Paper, Unreasonable Expectations of Progress—J. F. Doyle.
 Address,—G. S. Inman, Esq.
 Paper, "School Attendance,"—J. L. Kennedy.
 Address,—Dr. Anderson, Chief Superintendent of Education.

Address,—Rev. T. F. Fullerton.

Paper, "How to Secure Attention"

—W. Vernon Coffin.

Address,—Murdock McKinnon Esq.

M. L. A.

Paper, "How to Make School Life More Pleasant"—P. J. Lynch.

Address,—P. M. Grant.

Demonstration of the Teaching of Languages by Phonograph,—J. P. McCloskey, International Correspondence Schools.

Address, "The Educational Outlook"—Inspector McCormack.

Question Box.

Steamboat excursions on Georgetown Harbor, Brudenell, Montague, and Cardigan rivers.

In connection with the Convention will be an exhibit of Penmanship, Map Drawing and Freehand Drawing, collected from the schools of the Eastern Inspectorate, and a large exhibit of charts, pictures for schoolroom decoration, maps, primary devices etc, such as are used in the schools of England.

All questions for discussion must be placed in the Question Box on the first day of the Convention; and will be answered by the Question Box Committee on the following day. Teachers would do well to think over their difficulties beforehand, and have their questions written out before coming to the Convention.

Tickets at one first class fare will be issued by the P. E. I. Railway on June

28th, 29th, and 30th, good to return up to and on July 2nd.

The steamboat excursion will be held on the afternoon of the first day if the weather is permissible; if not, it will be held on the following day. Free refreshments will be served, and a choice programme of addresses, and vocal and instrumental music, will be rendered during the excursion.

Some of the best talent in Kings and Queens counties has been secured for a grand entertainment to be held in the Georgetown Hall on the evening of the first day of the Convention.

The executive have used their best endeavours in framing a programme of exceptional interest to the teachers, and it is to be hoped that when the roll is called at the opening session of the Convention every teacher in the eastern half of the province will answer "Present."

The chief design of teachers' conventions is for the mutual exchange of ideas and plans relative to the work in which we are engaged, and by such exchange to assist each other in the enlargement and development of our skill as teachers.

The Annual Convention of the Eastern Teachers' Association is held with the above object in view, and every true teacher will embrace this opportunity afforded him of enhancing his powers, by taking part in its deliberations.

Editorial Chat.

THE gossip in the home decreases as the library increases. Encourage reading in the home.



Devote yourself earnestly and unceasingly to train your pupils in habits of neatness and absolute accuracy in everything they undertake to do.



Teach the children to observe and think about nature and her works in such a way that they will be delighted and sympathetic lovers of nature, not unnatural little prigs stuffed to the throat with scientific gibberish.



Do not buffet your pupils hour after hour with withering, blighting criticisms, nine-tenths of which are entirely unjust. Give them a word of commendation or encouragement. Have the atmosphere of the school saturated with love.



Correct the pupils' written work before the class, and call the attention of the class to the errors. Let the pupils take a part in making the corrections. Do not take bundles of written matter home to correct after school hours. You require those hours

for rest and for the preparation of the following day's work.



So conduct your work as to keep all in the class interested and busy. Be energetic and enthusiastic, and your pupils will be so also. The moment interest begins to lag change your method of recitation.



In your reading lessons never permit the pupils to point out the words while reading; if you do they will get into the habit of "reading a word at a time," instead of grasping the words according to the thought.



The true teacher leads and inspires his pupils instead of driving them, he incites them to observe and think instead of having them copy or commit to memory, he induces them to form their own opinions, tries to invigorate their wills and teach them self-control instead of imposing on them his own opinions, tastes and will.



Do not talk too much in the school. Do not acquire the habit of repeating the pupils' words. It is unnecessary, and consumes time. Have the pupils do the most of the talking. Do not repeat your own words. In dictating

a language or spelling lesson, the sentence or word should be given plainly and once. In assigning a lesson the pupils should understand that it is assigned once, and that in class. This will cause the pupils to acquire the habit of attending, and will save the teachers' vocal chords from unnecessary exercise.

One of the saddest sights on earth is a half-dead teacher talking with a half-dead class, the product of his own handiwork. On the other hand, one of the most inspiring is a living teacher before his class, made sharers of his own spirit, and insistent with a newness of life and sense of growing power "As is the teacher, so is the school."

One of the most valuable qualities the teacher can possess is self-control, a command of temper. Do not punish a pupil when you are angry; wait till you cool down. Do not punish a pupil when he is angry; wait till he cools down. An angry teacher is no

more in a condition to pass judgment upon a pupil than an angry pupil is to listen to reason from a teacher.

The teacher should not be looked upon by the pupil as something that will save him from the responsibility of work. The teacher points the way, "what I do, that I have," is worth thinking and acting upon. Nothing of value can be obtained without work.

The teacher who is peevish or who nags or scolds his pupils becomes a target for their disrespect, and authority is disregarded. The one who has a sharp, stinging tongue, who tweaks an ear now and then, or commits some other personal indignity, provokes righteous indignation, and authority becomes synonymous with cruelty.

No exercise should be so difficult as to discourage exertion, nor so easy as to render exertion unnecessary. Beget in the pupil a sense of progress, and a sense of his own power to do, as the proper stimulus to exertion.



Good Things to Learn.

LEARN to laugh. A good laugh is better than medicine.

Learn to attend strictly to your own business. Very important point.

Learn how to tell a story. A well told story is as welcome as a sunbeam in a sick-room.

Learn to stop croaking. If you cannot see any good in the world, keep the bad to yourself.

Learn to keep your own troubles to yourself. The world is too busy to care for your ills and sorrows.

Learn to greet your friends with a smile. They carry too many frowns in their own hearts to be bothered by any of yours.

Learn to hide your aches and pains under a pleasant smile. No one cares whether you have the earache, stomach ache or a pain in your big toe.



Prince Edward Island.

OH, for a romp through the blissful land,
 The isle of the summer sea,
 Where Nature appears in her fairest dress,
 Where the days are cool, and no heats oppress,
 And the heart must dance with glee.

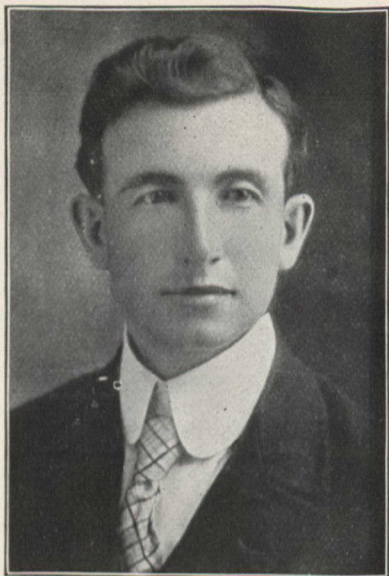
Land of the hill, the vale, the glen,
 Land of the flower and tree,
 Where the brooklet runs in silvery stream,
 And nature garbs in emerald green,
 And velvety is the lea.

Give us an hour in that haven of rest,
 Where none e'er bows his knee
 To the iron rule of a despot's sway,
 But where Freedom's head with age is grey,
 And peace sleeps in the sea.

G. J. McCormac.



SCENE AT MURRAY HARBOR, P. E. I.



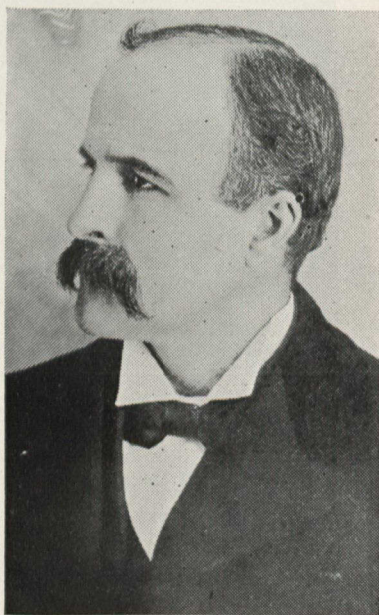
JAS. D. McLEOD, ESQ.
President Eastern Teachers' Association,
1903-04.



MISS JEAN AITKEN
Local Secretary Eastern Teachers'
Association, 1903-04.



ALEX. CAMPBELL, ESQ.
Inspector of Schools for Queen's County.



MURDOCH McKINNON, ESQ., M. L. A.
Who delivered an address at the recent
convention of the Eastern
Teachers' Association.

Historical Sketch of the Eastern Teachers' Association.

WHILE attending the Provincial Teachers' Convention in October, 1899, Inspector McCormac called a meeting of a number of the teachers of the Eastern Inspectorial District for the purpose of organizing a Teachers' Association for the eastern half of the Province. The meeting was held in the Y. M. C. A. Hall on the afternoon of October 5th, 1899, and the Eastern Teachers' Association came into existence with the following officers: President, J. E. Jay. B. A.; Vice-President, A. B. Campbell; Secretary-Treasurer, Parmenas McLeod; Executive Committee, J. McDonald, B. A., Miss Katie Shaw, Miss Annie Lannan, D. J. McCarthy, Wm. O'Brien.

The first annual convention of the Association was held in the High School at Montague Bridge on Thursday and Friday, June 28th and 29th, 1900, and proved to be a great success. Fifty six teachers, besides a number of trustees and ratepayers from different sections of the Inspectorate, were present. The papers read were very interesting and instructive and the discussion pointed and lively. A public meeting was held in the Montague Hall on the evening of the first day and an appropriate programme carried out. Addresses were delivered by Dr. J. E. Robertson (now Senator), G. S. Inman, Esq., and Inspector McCormac. The following was the programme of the Montague convention:

Paper: "The Teaching of English"—Frank Egan.

Paper: "A Plea for Teachers"—J. A. McDonald, B. A.

Question Box.

Paper: "Defects of Our School System"

—Jos. F. Doyle.

Paper: "Discipline"—J. J. McPherson

Address: "Whither are we Drifting?"—Inspector McCormac.

Paper: "Relation of Teachers to Parents"

—Parmenas McLeod.

Paper: "Hygiene in the School"—Louis Brehaut.

Paper: "The Ideal Teacher"—Inspector McCormac.

Paper: "Music in the Schools"—Miss Alice Gillis.

The following officers were elected for the next year:—President, Chester McClure; Vice-President, Louis Brehaut; Rec.-Sect'y Wm. McMillan; Sect'y -Treas., John J. McPherson; Executive Committee, Joseph F. Doyle, Miss Matilda McDonald, Howard Leslie, Angus McDonald, B. A., Miss G. M. McDonald,

The second annual convention was held in the Colville High School, Souris East, on Thursday and Friday June 27th and 28th, 1901. Fifty-seven teachers were in attendance, and a very successful and profitable convention was held.

President's Address: Chester McLure.

Paper: "Ideals as Educators"—Pius J. McIntyre.

Question Box.

Address: "The Teaching of History" Hon. Judge Warburton.

Paper: "Individual and Class Work in Rural Schools"—Miss A. Dunbar.

Paper, "Physical Education"—Dr. McLellan.

Paper: "Moral Education"—Miss B. A. Matheson.

Address: "Ruts on the Royal Road to

Learning"—Inspector McCormac.

Paper: "The Improvement of Our Educational System"—J. R. McFadyen.

On the evening of Thursday, 26th June, a public meeting was held in the Town Hall, at which an appropriate programme of vocal solos, addresses, recitations and readings was carried out. Addresses were delivered by Judge Warburton, J. G. Sterns, Esq., and Inspector McCormac. A notable feature of the Souris Convention was the interest taken in it by persons not members of the teaching profession. The excellent papers read by Mr. Pius J. McIntyre and Dr. McLellan, and the very instructive and inspiring addresses delivered by Judge Warburton were much appreciated by the teachers.

The following officers were elected for the next year:—President, Howard Leslie; Vice-President, Miss B. A. Mathieson; Recording Sect'y, Daniel McPherson; Sect'y Treasurer, Inspector McCormac; Executive Committee, Miss Grace Gordon, Miss Matilda McDonald, Caius O. Howlett, Robertson McFadyen, Jas. D. McLeod.

The third Annual Convention was held in the Town Hall at Georgetown, on Thursday and Friday, June 26th and 27th, 1902, with an attendance of seventy-five teachers. A prominent feature of the Convention was a large exhibit of penmanship, map-drawing and freehand drawing, gathered from the schools of the inspectorate. This afforded a valuable object lesson to the teachers, and was the first educational exhibit ever shown at a teacher's convention in this province. Another feature, new to conventions in P. E. I., was an excursion by steamer. For upwards of three hours the teachers enjoyed a delightful sail on the beautiful harbor of Georgetown and the Brudenell and Montague rivers. The Georgetown Convention was advertised by means of neatly gotten-up booklets which were mailed to the teachers, school-trustees and others. This was the first

time a Teachers' Convention was advertised in a similar manner in this province. Following is the programme of the 1902 Convention:—

President's address:—Patrick Rice, acting President.

Paper: "Training the Memory"—Miss G. M. McDonald.

Address: "The Teaching of Geography"—Dr. Anderson.

Paper: "Truancy in Rural Schools"—C. O. Howlett.

Question Box.

Paper: "The Teaching of History"—Miss Maggie Mahar.

Paper: "Hints on the Teaching of Geography"—Jas. P. Heron

Address: "Correspondence Schools"—A. D. Fraser.

Paper: "Arithmetic"—C. J. McLean.

A public meeting was held on the evening of Thursday 26th June. The spacious town hall was crowded to the doors, and a very choice programme was rendered. Excellent addresses were delivered by Rev. Dr. McMillan, and Dr. Anderson.

The election of officers resulted as follows:

President, Patrick Rice; Vice-President, P. M. Grant; Recording-Sect'y; C. O. Howlett. Sect'y-Treasurer, Inspector McCormac; Executive Committee, Miss G. McDonald, Miss Annie G. Lannan, Miss Jean Aitken, Peter Dunn, Richard Campbell.

The fourth Annual Convention was held in the Village Hall, at Cardigan Bridge, on Monday and Thursday June 29th and 30th, 1903, with the largest attendance in the history of the Association.

The following is the programme carried out on that occasion:

President's address,—Patrick Rice.

Paper: "Nuts to Crack,"—J. E. Gillis.

Question Box.

Paper. "A Matter-of-fact View of the P. E. I. Teacher's Position"—Jay McDonald.

Address: "English in Our Public Schools"
—P. M. Grant.

Paper: "The Teaching of Geography"—
D. F. Egan.

Address: "Modern Developments in Edu-
cation"—J. D. Seamen.

Paper: "Aids in Teaching Geography"—

Address: "Practical Arithmetic"—A. D.
Fraser.

Paper: "Lessons from Reform School Life"
—R. McFadyen.

Address by Rev. Dr. McMillan.

An excellent programme was rendered at
the public entertainment held in connection
with the convention.

At the Cardigan Convention badges were
provided for all the members.

The following officers were elected for the
year 1904:—

President, Jas. D. McCord; Vice-president,
P. M. Grant; Rec.-Secretary, J. E. Gillis;
Sect'y.-Treasurer, Inspector McCormac; Ex-
ecutive Committee.—Miss Janet Smith, Miss
Lucy Kelly, A. D. Fraser, D. F. Egan, John
Kennedy.

The fifth Annual Convention will be held
in the Town Hall at Georgetown, on Wed-
nesday and Thursday, June 29th and 30th,
inst., when an excellent programme will be
presented, and the teachers will have an op-
portunity of hearing some of the best plat-
form speakers in the province. Every teach-
er who is interested in the utility and ex-
altation of the profession, cannot fail to be
present.



School Humor.

Pants.

THE following is a Wichita, Kansas,
school-boys composition :

"Pants are made for men, and not men for
pants. Women are made for men and not
for pants. When a man pants for a woman,
and a woman pants for a man, they are a pair
of pants. Mistakes are often made in such
pants. Such mistakes lead to breaches of
promise. Pants are like molasses; they are
thinner in summer and thicker in winter.
Men get in a tear in their pants, and it is all
right; but when the pants get in a tear, it is
all wrong. There has been much discussion
as to whether "pants" is singular or plural.
Seems to me when men wear pants they are
plural, and when they don't wear any, they
are singular."

Plucked

Scotch parish schoolmasters are, in their

appointment, examined as to their literary
qualifications. One of the fraternity being
called by his examiner to translate Horace's
Ode beginning, "Exegi in momentum oere
perennius," commenced as follows. "Exegi
in momentum"—I have eaten a mountain."
"Ah," said one of the examiners, "Ye
needna proceed any further; for after eaten
'sic a dinner this parish wad be a pair mouth-
fu' t'ye. Ye maun try some wider sphere."

Sir Walter's Successor

This story is told of Sir Walter Scott who
was far from being a brilliant pupil at school.
After he became famous he one day dropped
into the old school to pay a visit to the scene
of his former woes. The teacher was an-
xious to make a good impression on the visi-
tor, and put the pupils through their lesson
so as to show them to the best advantage.
After a while Scott said: "But which is the

dunce? You have one surely? Show him to me." The teacher called up a poor fellow who looked the picture of woe, as he bashfully came toward the distinguished visitor. "Are you the dunce?" asked Scott. "Yes, sir," said the boy. "Well my good fellow," said Scott, "here is a crown for you for keeping my place warm."

A New Definition

"How is the earth divided?" asked a Summerside teacher a few weeks ago.

"By earthquakes, sir" was the prompt answer from one of the most eager of the pupils.

Useful Patriotism.

A visitor at a public school being asked to address the pupils, spoke of the necessity of obeying the teacher and growing up to be useful, loyal and patriotic citizens. To emphasize his remarks, he pointed to a large national flag that almost covered one end of the room and said: "Now boys who can tell me what that flag is there for?"

One little fellow who understood the condition of the room better than the speaker, replied: "I know, sir, its put there to hide the dirt!"

In The Style

A school boy upon being asked by his

teacher how he should flog him, replied, "If you please, sir, I should like to have it on the style of penmanship, the heavy strokes upward and the downward ones light."

Culture Defined.

"Is that what you would call a cultured person?"

"Well, I should say so. He knows twice as much about the history of ancient Greece as he does about the history of his own country, and he can do a problem in trigonometry in one third the time it would take him to calculate the interest on a ninety day note. Cultured! Well, I guess!"

A Fish Story.

Mother—Johnny, you said you'd been to Sunday School?

Johnny—(with a far away look)—Yes'im.

Mother—How does it happen that your hands smell fishy?

Johnny—I carried home the Sunday School paper, an' the outside page is all about Jonah and the whale.

Improving on Perfection.

"Idleness covers a man with rags," says a proverb. A schoolmaster, thinking to improve on this wrote a copy for one of his boys with the proverb thus altered: "Idleness covers a man with nakedness,"



Education in Japan.

JAPAN, "the Great Britain of the Pacific," is an empire consisting of the islands of Hokkaido or Yezo, Honshin or Nippon, Shikoku, and Knishin, with many small islands, dependencies of the larger ones. Japan is the most progressive of Asiatic coun-

tries and is the only limited monarchy in Asia, having its own ruler. All the other independent countries are absolute monarchies. Japan contains beautiful rivers, lakes, waterfalls, trees, and flowers of great variety; bears, deer, wolves and foxes; pheasants and other

birds. The soil is productive and very carefully cultivated. Rice, tea, silks, porcelains, fans, japanned and lacquered wares are exported. The chief occupations of the people are agriculture, mining and manufacturing. The minerals mined are gold, silver, copper and tin. Among the manufactures are glass-works, cotton mills, silk mills, paper mills and iron foundries. The foreign trade of Japan is carried on chiefly with Great Britain and the United States. The chief forms of religion practised are Shintoism and Buddhism. In Japan there is a sacred mountain called Fujiyama to whose snow-capped summit bands of pilgrims, dressed in white, travel to worship idols there.

The government was formerly a despotism, and consisted formerly of two rulers, the Dairi or Mikado and the Sho-goön. The former was the spiritual emperor and was looked upon as being semi-divine; the latter was the executive chief. The Daimios, or nobles, were very powerful being virtually independent princes. After a civil war, in 1868, the Sho-goön was deposed, and the Mikado now rules supreme. Since 1889 the government has been a limited monarchy. Tokyo, the capital, has a population of 1,242,000. There are only two cities in America larger than Tokyo. The chief seaport is Yokohama (106,000). Japan is nearly three times the size of the Maritime Provinces of Canada, having an area of

148,000 square miles. The population numbers 43,978,495.

During the last quarter or a century, no country has made such rapid progress as Japan. In no other country during the same period has education received like encouragement. Among the principal measures inaugurated during the last few years for the purpose of advancing educationally the welfare of the "flowery kingdom" may be mentioned the establishment of a new Imperial University at Kyoto, the organization of a new foreign languages school, the remodelling and enlarging of the Tokyo Library under the name of the Imperial Library, the institution of local school inspectors, the extension of normal school training and the establishment of regulations for the appointment of teachers. According to regulations issued a few years ago every school in the Empire has been placed under the care of a school physician, who is bound to visit the school at least once a month during school hours, and report upon all matters relating to the health of the pupils and school sanitation. The whole school is to be carefully inspected and overhauled once per annum. In 1897 an Educational Institute was organized and holds sessions during the summer vacations of July and August. The course of instruction at this institute includes English language, history, household management, school hygiene and agriculture.

Japan sends a number of students abroad every year to study in the leading educational institutions of England, France, Austria, Germany, Belgium and the United States. About fifty students are abroad at all times, some becoming experts in mining and metallurgy, others specialists in medicine, others studying the educational methods of Germany and America, some studying seismology in Italy, some learning technology in Austria, and many mechanical and electrical engineering in England. The expenses of those students are paid by the government.

Educational societies exist in nearly every locality. Some of the societies consist of teachers exclusively, or of teachers and those otherwise interested in education, while most are composed of persons concerned with the general advancement of education. These societies generally occupy themselves in discussion or lectures, or in giving their opinions on questions submitted for their consideration, their proceedings being published in journals. Teachers' meetings, exhibitions or lectures, illustrated by magic lanterns, etc., are held in connection with these societies. In some of these rewards and distinctions are conferred upon those who have especially distinguished themselves in the cause of education.

The other classes of schools I can dwell upon but briefly. Apprentice

schools are designed to give instruction in such branches of study as are necessary to prepare pupils as workmen, with courses of study extending over a period of not less than six months and not more than four years. There are 17 schools of this class. The Supplementary Schools for technical instruction are designed to give children engaged, or intending to engage in practical pursuits, by simple methods, such general knowledge and skill as are necessary for such pursuits, together with some supplementary lessons and elementary education, the course of study extending over not more than three years. There are 108 schools of this class. There are five schools for the education of the blind and dumb. The Kindergarten is no novelty in Japan, there being 222 schools of this class designed for the training of children under school age. Each Fu and Ken possesses a Normal School furnished with an elementary school for training pupils in methods of instruction (Fu is a political division nearly corresponding to County, Ken is also a political division and is nearly equivalent to the word "city"). There are fifty of this class of schools, headed by a higher normal school for males and a similar school for females. There is an Academy of Music designed to prepare pupils to become competent teachers of music. It is a magnificent institution, with 21 instructors. The Tokyo Educational

Museum is an institution where various collections having reference to education are arranged for exhibition, to the public. Here there are over fifteen thousand articles on exhibition.

The ordinary middle schools of which there are 157, are designed to give such instruction as is necessary to train pupils either for practical pursuits or for admission to higher educational institutions. Special courses in agriculture, industry, commerce, etc., are given in connection with those schools. There are Higher Male schools, and Higher Female schools whose aim is to give instruction in special branches of study, and prepare pupils for admission into the Imperial Universities where are taught such arts and sciences as are required for the service of the state, and where original researches in those arts and sciences are pursued. The chief university is the Imperial University of Tokyo. It consists of the University Hall and Colleges of Law, Medicine, Engineering, Literature, Science and Agriculture.

The College of Law includes the two courses of Law and Politics. The College of Medicine includes the two courses of Medicine and Pharmacy. The College of Engineering includes the nine courses of Civil Engineering, Mechanical Engineering, Naval Architecture, Technology of Arms, Electrical Engineering, Architecture, Applied Chemistry, Technology of Ex-

plosives, Mining and Metallurgy. The College of Literature includes the nine courses of Philosophy, Japanese Literature, Chinese Literature, Japanese History, General History, Philology, English Literature, German Literature and French Literature. The College of Science includes the seven courses of Mathematics, Astronomy, Physics, Botany, Geology, Zoology and Chemistry. The College of Agriculture includes the four courses of Agriculture Agricultural Chemistry Forestry, and Veterinary Science. The Tokyo Astronomical Observatory, the Botanical Gardens, the Seismological Observatory, and the Marine Laboratory are established in connection with the College of Science. There are hospitals in connection with the College of Medicine. The Experimental Farms, the Veterinary Hospital, the Laboratory for Forest Technology and Horseshoeing shop, together with buildings for Sericulture are provided in connection with the College of Agriculture.

There are 44 special schools designed to give special instructions in such branches of study as medicine, pharmacy, law, political economy, literature, science, etc. There are 80 Technical schools where practical and scientific instruction is given in such subjects as agriculture, industry and commerce. In the agricultural schools a winter institute is opened in the intervals between the farming seasons

to enable the children of local farmers to attend a single course of agriculture. Five years ago an examination of the physique of students attending the institutions controlled by the Department of Education was held. The average weight of the students inspected was 97 lbs and the average height 5 $\frac{1}{3}$ feet. As regards strength 48 per cent were classed strong, 49 per cent medium, and 3 per cent weak. Thirty-six per cent were short-sighted.

There are nearly 300 foreign instructors in government, public and private educational institutions. The

majority of them come from the United States, Great Britain and France, the others from Germany, China, Korea, Russia, Switzerland, Belgium and Italy. The officials of the Education Department number 1539. Of these 41 are foreigners, 13 of whom are from Germany and 12 from Great Britain.

There is a pension system for teachers, and pensions are paid to teachers on retiring, and to the families of deceased teachers. Sometimes bonuses are paid to the families of deceased teachers, and gratuities to retired teachers.



Eastern Teachers' Room in Charlottetown Hospital.

A NUMBER of the Teachers of the Eastern Inspectorate have recently furnished a room in the new wing of the Charlottetown Hospital. The following is the list of those who contributed towards this worthy object.

Patrick Rice, Shamrock.
Miss Emma Hughes, Ten Mile House.
Miss Mary A. Holland, Glencorrodale.
Miss Margaret McIntyre, St. Margarets.
Adolphus McAdam, Armadale.
P. J. Lynch, Glenfinnan.
J. W. McDonald, Grand Tracadie.

Joseph McPherson, Avondale.
Miss Carlotta Bambrick, Glenroy.
J. Wilfrid McPhee, East Point.
Miss Josephine McLean, Black Bush.
Miss Minnie Duffy, Pisquid West.
Wm. J. Logan, Dromore.
Miss Bridget Murnagan, Auburn.
H. A. McKenzie, Tarrentum.
Miss Mary E. Nantes, Farmington.
Hugh D. Campbell, Cumberland Hill.
Miss Annie G. Lannan, Summerville.
Miss Julia Gormley, Gaspereaux.
Miss Olive Peters, Bear River South.
Miss Maud Knox, Monticello.
Joseph J. Steele, Rock Barra.

Miss Ardena White, Elmira.
 Miss Ida McDonald, Blooming Point.
 R. W. Farrell, Seal River.
 Miss Anna Campbell, Strathcona.
 Miss Mary A. McGee, St. Mary's Road
 East.
 Miss Minnie E. Burdge, Fortune Road.
 Gregory Trainor, Donagh.
 Miss Susie Smith, Red Point.
 D. B. Fisher, Fortune Head.

Miss Laura Dunphy, Morell Rear.
 Miss Katie Cummiskey, Webster's Corner.
 Miss Annie Donelly, Souris West.
 Miss Sadie McAulay, St. Peter's Bay.
 Miss Emma McAulay, Clear Spring.
 Christopher McGuigan, Glen Martin.
 Miss Cecilia Edmonds, Pisquid East.
 Miss Mary R. Mullally, Souris West.
 G. J. McCormac, I. P. S. Charlottetown.



The Importance of a Love for Reading.

If the student is to become a roundly and fully educated man, it is important, beyond almost anything else, that he should be a lover of reading. The love of reading needs to be awakened and strengthened in the educational years. It is natural to those years—easily establishing and developing itself, if only the inner life is opened to its growth. The opening of the life, however, and the strengthening of the love are, and must be, dependent upon the individual student. Happily the work required of him is one which can be accomplished with comparatively little difficulty and in a very simple way. It has only to be undertaken with serious purpose, and the result will almost certainly follow. The man who reads wisely and well will, as if by a law of his intellectual nature, find the love of reading soon springing up and growing within him without any further effort on his part. He will realize that he was made for reading as truly as for thinking or speaking, and he will rejoice in the possibility which it offers for his life. No advice, as it seems to the present writer, can be given to a student which will be more fruitful of good, as well as of happiness for his present and future years, than that which urges him to be a constant and careful, an intelligent and thoughtful, reader of the literature of his own language. Such reading should form some part of every day's employment. It should have a time provided and set apart for it in the plan of the day's duties, as definitely and strictly as the regular studies or physical exercises have for themselves. It may be a comparatively brief time, but it should be conscientiously used. If thus used,

its influence upon the student's education will be greatly beyond his present thought. If it be used with wise judgment, it will tend in its results to the enlargement of the mind's vision and to the enriching, in many ways, of the intellectual life.

For the realization of the best results connected with reading, and for the cultivation of thought power, the student may be earnestly advised to give himself, as far as practicable in view of other duties, to the work of what is called composition—the setting forth in writing of the ideas or knowledge which he has gained. The exercise of thought power in this way is helpful to the increase of the power itself, and

such increase is a prime object of higher education. The suggestion thus offered has reference to the student's private and individual work. Of course, he may wisely seek advice from his teachers who devote their time to this sphere of instruction and may make choice of one of the regular courses in their special departments. But, aside from what they do or can do for him, he may accomplish much by and for himself; and if he thus undertakes his own development and culture he will soon discover that the effect of his work as a writer is a new inspiration for his reading and a new stimulus for mental growth.—*Timothy Dwight in Saturday Evening Post.*



The Plough.

FAR back in the ages,
 The plough with wreathes was crowned;
 The hands of kings and sages
 Entwined the chaplet round;
 Till men of spoil disdained the toil
 By which the world was nourished,
 And dews of blood enriched the soil
 Where green their laurels flourished;
 Now the world her fault repairs—
 The guilt that stains her story;
 And weeps her crimes amid the cares
 That formed her earliest glory.

A Quaint Old Schoolbook.

THE Federal Calculator, American Schoolmasters' Assistant, and Young man's Companion," is the title of a quaint mathematical volume published in Troy, N. Y., in 1802, the author being Daniel Hawley.

Among the general problems at the close of the work are a number that seem peculiar at this day. Among them are these:

An ancient lady being asked how old she was, to avoid a direct answer said: I have nine children, and there are three years between the birth of each of them; the eldest was born when I was 19 years old, which is now exactly the age of the youngest. How old was the lady?

A man, driving his geese to market was met by a man who said, "Good

morning with your hundred geese." "I have not a hundred geese," says he, "but if I had half as many as I now have, and two geese and a half, besides the number I have already, I should have a hundred." How many had he?

The last three pages of the book are taken up with what the author calls "copies," among them being these:

"When sorrow is asleep, wake it not."

"Malice seldom wants a mark to shoot at."

"Better unborn than untaught."

"He who seeks trouble never misses it."

"Kings, as well as other men, must die."



A Soft Answer.

Several gentlemen were talking one evening at the house of a friend, when one of them exclaimed; "Ah, depend on it, a soft answer is a mighty cure-all. A boy who sat behind the company studying his lessons, began to listen, and repeated in a whisper, "A soft answer is a mighty cure-all!"

"Yes, that's it," cried the gentleman, turning round to see where the whisper came

from; "Yes, that's it, is it not so, my lad?" The boy blushed a little at finding himself noticed, but answered, "I don't know whether I understand it."

"Well, I'll explain, then," said the gentleman, wheeling round his chair, "for it is a principle you ought to understand and act upon; besides, it is the principle that is going to conquer the world."

The boy looked puzzled, and thought he should like to know something that was equal to Alexander himself.

"I might as well explain," said the gentleman, "by telling you about the first time it conquered me. When I went to school, it once happened that my seat was next to a boy named Tom Tucker. When I found he lived in a small house behind the academy, I began to strut a little, and talk about what my father was; but as Tom was a capital scholar and a good hand at bat and ball, we were soon on pretty good terms, and so it went on for some time. After a while several of the boys, and I among the rest, got into a difficulty with one of the teachers; and somehow or other we took a notion that Tom Tucker was at the bottom of it. The boys set me on to go to Tom Tucker's and let him know what he had to expect. Full of anger, I ran into his yard where he was at work with Trip and his little sister. "I'll teach you to talk about me in this way," I cried, marching up to him. He never winced, or seemed the least frightened; but stood still, looking at me as quiet as a lamb. "Tell me," I cried, throwing down my books, and doubling up my fists at him, "tell me what you mean by it?" He stepped to one side, but answered firmly yet mildly, "Charles, you may strike

me as much as you please; I tell you I shan't strike back again; fighting is a poor way to settle difficulties. I'm thinking when you are Charles Everett again, I'll talk with you."

"Oh, what an answer that was; how it cowed me down! So firm and yet so mild. I was ashamed of myself, my temper, and everything about me; I longed to get out of his sight. I saw what a poor, foolish way my way of doing things was. I felt that Tom had got the better of me, and from that hour he had an influence over me that nobody else ever had before or since, and it was for good, too. That you see, is the power, the mighty power, of a soft answer."

"I have been about the world a great deal since then," said the gentleman; "and I believe that perhaps all the quarrels which arise among men, women and children, in families schools or even nations, can be cured by the mighty moral power of a soft answer, for the Scriptures tell us, 'A soft answer turneth away wrath.' Yes it is just so; it stops the leak in the beginning."

Boys, study this principle; try it; remember that anger produces anger; fighting makes fighting; war leads to war; and so on. Let us turn about and try the peace principle.
—*Woman's Journal*.



Necessity for an Agricultural Education.


THE question is constantly being asked, what can we do to keep the boy on the farm? The farmer's child enters our public schools; he is taught to read, write and spell. He is then taught arithmetic and grammar. If he shows a desire for knowledge, and his father can spare him from the farm, he may be given instruction in Latin,

geometry, English literature and modern and ancient history. It is then thought that he has enough education to make a farmer, and he is taken from school and put to work on the farm. He has spent from ten to twelve years of his life getting a smattering of everything in the educational calendar, except the one industry, the special know-

ledge of which is largely to determine his success or failure in life. He toils through the long, hot days of summer. He watches the clover-plant from day to day as it grows into maturity, but he is altogether ignorant of the method of its growth. He can tell the name of every Roman that ever spoke in the Roman Senate, but to save his life he cannot explain how the plant takes its food from the air and soil, carries it to the leaves and there converts it into available plant food. He can relate to you in an interesting way the retreat of the ten thousand, but he cannot tell how to stop the advance of an army of bugs across his father's potato patch. He is no blockhead; he can take a pencil and paper, draw a figure and prove a proposition in geometry, but with all his book-learning he cannot tell how the soil should be tilled in order to better conserve the moisture through the coming drowth. He remembers the boys who were his chums at school; some of them are at college now; one is studying law, another medicine, and still another preparing himself for the ministry. In a few years they will return from school proficient in their several lines, while

he will be as ignorant of his occupation as the day he first entered school. He is disgusted with farming and all its surroundings. How can we blame him? He throws down his hoe and leaves the farm for the city, there to become a street car conductor or a clerk in a store. His education has driven him from the farm! The moment you give this boy an agricultural education you have solved the problem of how to keep him on the farm.

Nor should instruction in agriculture in our public schools be confined merely to the farmer boy. It does not matter what profession a young man follows in P. E. Island he is more or less directly interested in agriculture. If he is to be a lawyer, a large percentage of his practice will be with the farmers and dealing with problems of the farm. If he is to be a merchant, let him remember that four-fifths of the country merchants of the province are owners of farms. If he is going to be a preacher, he should take into consideration that nine-tenths of our ministers preach to agricultural congregations.—*Selected.*



The Art of Reading.

THE art of reading to the best advantage implies the command of adequate time to read. The art of having time to read depends on knowing how to make the best use of our days. Days are short and time is fleeting, but no one's day ever holds less than 24 hours. Engrossing as one's occupation may be, it need never consume all the time remaining from sleep, refreshment and social intercourse. The half hour breakfast, the fifteen minutes waiting for dinner given to the book you wish to read, will soon finish it and make room for another. The busiest men I have known have

often been the most intelligent and widest readers. The idle person never knows how to make use of odd moments; the busy one always knows how. Yet the majority of people go through life without ever learning the great lesson of supreme value of moments.

Let us suppose that you determine to devote two hours of every day to reading. That is equivalent to more than 700 hours a year, or to three months of working time of eight hours a day. What could you not do in the three months if you had all the time to yourself? You could almost learn a new language, or master a new science; yet this two hours a day which would give you three months of free time every

year, is frittered away, you scarcely know how, in aimless matters that lead to nothing. A famous writer of the last century—Edward Bulwer-Lytton—devoted only four hours a day to writing; yet he produced more than study—volumes of fiction, poetry, drama, and criticism, of singular literary merit. The great naturalist, Darwin, a chronic sufferer from a depressing malady, counted two hours a day a fortunate day's work for him; yet he accomplished results in the world of science which render his name immortal.

—A. R. Spofford in "Books for all Readers."



A School Day.

"**N**OW, John," the district teacher says,
With frown that scarce can hide

The dimpling smiles around her mouth,

Where Cupid's hosts abide,

"What have you done to Mary Ann,

That she is crying so?

Don't say 'twas 'nothing'—don't I say,

For, John, that can't be so;

"For Mary Ann would never cry

At nothing, I am sure;

And if you've wounded justice, John,

You know the only cure

Is punishment! So come, stand up;

Transgression must abide

The pain attendant on the scheme
That makes it justified."

So John steps forth, with sun-burnt face,
And hair all in a tumble,
His laughing eyes a contrast to
His drooping mouth so humble.

"Now, Mary, you must tell me all—
I see that John will not,
And if he's been unkind or rude,
I'll whip him on the spot."

"W—we were p—playin' p—pris'ner's b—base,
An' he—he is s—such a t—tease,
An' w—when I w—wasn't l—lookin', m—ma'am,
H—he k—kissed me—if you please!"
Upon the teacher's face the smiles
Have triumphed o'er the frown,
A pleasant thought runs through her mind,
The stick comes harmless down.

But outraged law must be avenged !
Begone, ye smiles, begone !
Away, ye little dreams of love,
Come on, ye frowns, come on !
"I think I'll have to whip you, John,
Such conduct breaks the rule ;
No boy, except a naughty one,
Would kiss a girl—at school."

Again the teacher's rod is raised,
A Nemesis she stands—
A premium were put on sin,
If punished by such hands !
As when the bee explores the rose
We see the petals tremble,
So trembled Mary's rosebud lips—
Her heart would not dissemble.

"I wouldn't whip him *very* hard!"—
The stick stops in its fall—
"It wasn't right to do it, but—
It didn't hurt at all!"
"What made you cry, then, Mary Ann ?
The school noise made a pause,
And out upon the listening air,
From Mary comes—"Because!"

—W. F. McSparran.

A Word to the Boys.

IF you have anything to do, do it at backbone. Don't be a limp, jelly-fish once. Don't sit down in a rocking-chair and lose three-quarters of an hour in dreading the job. Be sure that it will seem ten times harder than it did at first. Keep this motto, "Be in time in small things as well as great." The boy who is behind time at breakfast and school will be sure to get "left" in the important things of life. If you have a chronic habit of dreading and putting off things, make a great effort to cure yourself. Brace up! Make up your mind that you will have some

backbone. Don't be a limp, jelly-fish kind of person. Depend upon it, that life is very much as you make it. The first thing to decide is, what are you going to make of it. The next thing is to take off your coat and go to work. Make yourself necessary somewhere. There are thousands of boys and young men who would't be missed if they would drop out of it to-morrow. Don't be one of this sort. Be a power in your own little world, and then, depend upon it, the big world will hear from you.—*Standard.*



Agriculture

IN ancient times, the sacred plough employed
 The kings, and awful fathers of mankind;
 And some, with whom compared your insect tribes
 Are but the beings of a summer's day,
 Have held the scale of empire, ruled the storm
 Of mighty war, then, with unwearied hand,
 Disdaining little delicacies, seized
 The plough, and greatly independent lived.

—James Thomson.