

LAWYERS

R. W. McLellan P. J. Hughes
McLELLAN & HUGHES
 ARRISTERS and ATTORNEYS
 Money to Loan at Low Rates R.E. Security

EDUCATIONAL

THERE ARE GREAT OPPORTUNITIES IN
 STORE

for the
 YOUNG MAN or WOMAN who com-
 pletes a course of training at

FREDERICTON
The Business
 W.J. OSBORNE
 ON N

Your name and address on a post
 card will bring to you catalogue giv-
 ing full particulars.

Address,
 W. J. OSBORNE,
 Fredericton N. B.

UNDERTAKER

J. A. McAdam

UNDERTAKER

REGENT STREET
 The best and most modern
 Funeral Equipment in the city
 Residence Telephone 70-41

JOHN G. ADAMS

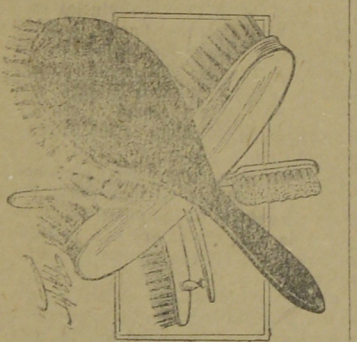
Is Conducting his
**Undertaking
 Business**
 ON --
 COURT HOUSE SQUARE
 FOR THE PRESENT
 TELEPHONE CONNECTION

EVERYTHING IN

**Rubber
 Stamps
 and Type**
 PROMPTLY

S. BRANNEN, JR.

Box 464—Fredericton—Phone 33-21



BRUSH UP
 with a brush from our fine assort-
 ment. We are showing.

BRUSHES
 for the hair, the teeth, the nails and
 the flesh, besides others for the
 clothes, hats and shoes.

Needless to say much about quality.
 Almost everyone knows that only
 goods of excellent quality are per-
 mitted in our stock.

Some prices that may prove inter-
 esting.

STAPLES PHARMACY
 York Street
 ALONZO STAPLES Prop.

DENTISTS

DR. J. B. CROCKER
 DENTIST
 Office Kitchen Building
 Opposite Post Office
 Telephone, Office, 419-11. House 57-41

Dr. GREENE - Dentist

Offices and Residence King Street. Branches
 at Stanley, Millville, Pokok and Plaster Rock
 At the Fredericton office the first 10 days and
 20th, 21st, 22nd, 23rd and 24th of each month.
 At Stanley office 4 days beginning the 11th of
 each month. At Millville 10th and 17th. At
 Pokok 18th and 19th. At Plaster Rock 25, 27
 and 28th of each month.

Dr. Barbour
 DENTIST
 Inches Building
 Cor. York and Queen Sts.

W. J. IRVINE
 DENTAL SURGEON
 Opp. Soldiers' Barracks
 and next door to Bank of N. B.
 building, Queen Street.
 Office Hours--10 a. m. to 1 p.
 m.; 2 p. m. to 5 p. m.
 PHONE 219-11

NEW SUBSCRIBERS

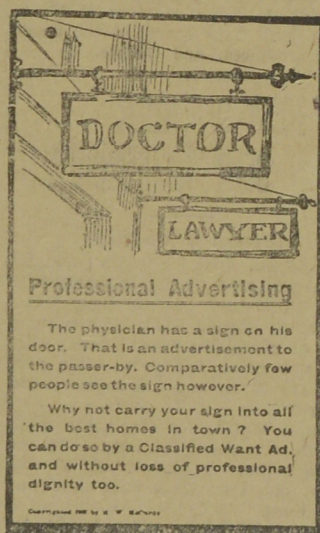
Add to your Telephone Directories:

38-21—Hodge, Geo. W., res., George
 street.
 435-12—Bloom, J. S., res., Lower
 St. Mary's.
 94—Engineer of Railways, D. F. Max-
 well.
 3100-14—Sewell, Arthur, camp, Dou-
 glas.
 2400-54—Glasier, D. D. & Sons, camp,
 Douglas.
 2400-63—Webb, W. B., res., Douglas.
 4200-54—Bryson, Wm., res., Orom-
 octo.
 2200-23—Kee, Chas., res., Island
 View.

New Brunswick Telephone Co
 Limited.
S. B. EBBETT
 Exchange Manager

MAIL AGENCIES

The Daily Mail is on sale each ev-
 ening at the following places:
 Alonzo Staples, Drug Store, York
 Street.
 Robert Embellton, Grocery Store,
 York Street.
 Patrick Burns, Grocery Store, King
 Street.
 J. E. Saunders, Grocery Store,
 Northumberland Street.
 Miss Dunlop, Grocery Store, North-
 umberland Street.
 Miss Quinn, Westmorland Street.
 D. Lennihan, Grocery Store, King
 Street.
 W. P. Grannen, Regent Street.
 Jas. W. Fanjoy, Grocery Store,
 George Street, above St. Ann's
 Church.
 Parent, Bird & Co., Grocery Store,
 Corner Queen and York Streets.



The Principal Stores of Fred-
 ericton will close every

Thursday
Afternoon

during the months of
July and Aug.
 at 1 o'clock

School Gardening Dis- cussed by Dr. D. W. Hamilton at Teachers Institute

Following is the full text of the
 excellent address delivered by Dr. D.
 W. Hamilton before the Educational
 Institute on Wednesday:

SCHOOL GARDENS

"I dropped a seed into the earth.
 It grew and the plant was mine.
 It was a wonderful thing this plant
 of mine. I did not know its name
 and the plant did not bloom. All I
 know is that I planted something ap-
 parently as lifeless as a grain of
 sand and there came forth a green
 and living thing, unlike the seed, un-
 like the soil in which it stood, unlike
 the air into which it grew. No one
 could tell me why it grew, nor how.
 It had secrets all its own, secrets
 that baffle the wisest men; yet this
 plant was my friend. It faded when I
 withheld the light, it wilted when I
 neglected to give it water, it flour-
 ished when I supplied its simple needs.
 One week I went away on a vacation
 and when I returned the plant was
 dead and I missed it.

Although my little plant had died
 so soon, it had taught me a lesson;
 and the lesson is—THAT IT IS
 WORTH WHILE TO HAVE A
 PLANT" and to have a garden.

Lailey.

Long before Public schools had
 an existence the value of the
 school garden was recognized in
 Europe, and we are told that by
 the middle of the 16th century
 almost all of the Italian
 universities and many Italian
 cities possessed gardens. Over 250
 years ago Comenius said: "A
 garden should be connected with
 every school where children can
 at times gaze upon trees, flowers,
 and herbs, and be taught to
 enjoy them." As if in response to
 this prophetic declaration his na-
 tive country, 200 years later,
 was the first to require by law
 the establishment of school gar-
 dens in connection with ele-
 mentary schools. The Austrian
 Imperial School Law of 1869
 prescribes that "when practic-
 able, a garden and a place for
 agricultural experiments shall be
 established with every rural
 school." Today Austro-Hungary
 has over 20,000 school gardens.
 In one province every school has
 a garden.

In Sweden in 1860, a royal
 proclamation required school gar-
 dens, of different sizes, to be
 appropriately laid out for the
 children of elementary schools.
 In 1876 Sweden had 1600 such
 gardens and now there is over
 5000. It is quite worthy of note
 that, while the Swedish system
 of manual training and gym-
 nastics has been deemed so
 worthy of study by Canadians,
 perhaps of greater importance,
 have escaped their notice almost
 entirely.

In Belgium the school law of
 1873 provides that every
 school shall have a garden of
 at least 1/2 acre, and a Royal
 Decree of 1897 requires that all
 teachers shall be able to give
 theoretical and practical in-
 struction in horticulture and
 agriculture.

In Switzerland this has been a
 live question for many years.
 The establishment of school gar-
 dens, has been encouraged
 through prizes and other finan-
 cial aid and ample provision
 has been made for suitable in-
 struction in the Normal Schools.
 The effect on the home sur-
 roundings has been marked. This
 is generally true wherever gardens
 have been established for any
 length of time.

In France, in 1882, the teach-
 ing of elementary agriculture in
 the public schools was made
 compulsory. France now has over
 20,000 school gardens, and no
 school can receive governmental
 aid has over such equipment.
 France has over 100 agricultural
 institutions, among the finest
 in the world, or the giving of
 more advanced courses in agri-
 culture.

Even Russia with all her in-
 herent barbarism is making great
 headway in school gardening. It
 is reported that a few years
 ago a single province 257 out
 of 594 schools had gardens ar-
 ranging 300 acres. These gar-
 dens contained among other
 things, 110,000 fruit trees,
 240,000 forest trees, and more
 than 1000 bee hives.

Germany has thousands of gar-
 dens which are carefully and
 artistically planned. On Sundays
 the gardens are open all day,
 as a park, and parents have
 shown great appreciation of this
 part of school training.

In England during the past two or
 three years there has been a rapid
 increase in the number of school gar-
 dens, and now England has thou-
 sands. In every English county gar-
 dening is taught.

In 1891 the first school garden in
 the United States was started, and
 now gardening is a popular and suc-
 cessfully taught subject in connection
 with both city and country schools.

In Cleveland, Ohio, 75,000 children
 have gardens either at home or at
 school. In one county in Illinois
 there are 100 gardens. In 1905 New
 York City appropriated \$5,000 for
 maintaining children's gardens in
 Clinton Park. In the same year
 Philadelphia set aside \$3,500 for the
 same purpose. Probably the largest
 school garden in the world is in
 Philadelphia. The garden covers 4
 acres of land, and over 1000 chil-
 dren have plots each 12x15 ft.

School gardens are now conducted
 in the West Indies, Philippine Is-
 lands, Hawaiian Islands, and in
 many other remote countries of the
 world.

In Canada, in 1904, the Macdonald
 School Gardens were established in
 all the Eastern Provinces of Canada.
 Even before 1904 there were fifty-two
 gardens in Nova Scotia, where for
 several years Dr. A. F. McKay, Chief
 Supt. of Education, has ably advo-
 cated nature study and school gar-
 den work in connection with schools.
 "The great majority of European
 school gardens look to utility. The
 Macdonald school gardens of Canada,
 while designed to encourage the cul-
 tivation of the soil as an ideal life-
 work, were intended to promote
 above all things else symmetrical
 education of the individual. They did
 not aim at education to the exclu-
 sion of utility, but to seek education
 through utility, and utility through
 education. The garden is the means
 —the pupil is the end." Now gar-
 dens have a recognized place in our
 Provincial systems of education, and
 the work as a legitimate part of the
 school program. The garden is be-
 coming the outer classroom of the
 school, and the plots are its black-
 boards. The garden is not an inno-
 vation, nor an exercise, nor an
 oddendum, nor a diversion—it is a
 happy field of expression, an organic
 part of the school in which the boys
 and girls work among growing things
 and grow themselves in body and
 mind and spiritual outlook. In the
 words of Walt Whitman: "There was
 a child went forth every day, and
 the first object he looked upon that
 object he became, and that object be-
 came part of him for the day or a
 certain part of the day, or for many
 years, or for stretching cycles of
 years."

In the little book "Elizabeth and
 Her Garden" we read: "If
 Eve had had a spade in Paradise and
 had known what to do with it, we
 should not have had all that sad
 business of the apple."
 "Spacious and fair in the world, yet,
 Oh! how I thank the kind heavens
 That I a garden possess; small
 though it be yet my own.
 One which enticeth me homewards—
 why should a gardener wander?
 Honor and pleasure he finds, when to
 his garden he looks."—Goethe.

AIMS OF SCHOOL GARDEN WORK
 1. To Stimulate Interest in Rural
 Life.—The agricultural industry is
 the largest source of our national
 wealth, and we should not neglect
 to train the future workers in this
 great occupation. The rapid devel-
 opment of manufacturing, transpor-
 tation and commerce, and the allur-
 ing attractions of cities, have drawn
 many of our country youth to the
 cities. As a partial check to the tide
 from the country it is hoped that a
 greater consideration of rural life,
 its advantages, beauty, indepen-
 dence, heartfulness, etc., and the
 greater attention to the things of
 nature in the schools may prove
 beneficial. Gardening in rural schools
 makes farm life more interesting and
 enriches its intellectual content.

2. To Provide Healthful Exercise
 for Body and Mind, and to Afford to
 the Pupil an Opportunity to Direct
 His Activities Along Useful Lines.—
 Work in the garden affords a release
 from the dull routine of the school-
 room and puts the pupil out into the
 fresh air and sunlight. It affords
 a scope for motor activities that are
 natural to growing children.

2. To Develop at an Early Age
 Habits of Industry, Respect for
 Labor and a Love for Productive
 and Constructive Work.—The activi-
 ties connected with gardening are of
 vital human interest. If the child is
 to become a business man, he should
 have some appreciation of the great
 work done by the farmer and express
 it in a way that will make the life
 of the farmer richer and fuller. But
 he cannot be expected to have this
 appreciation unless he has had some
 experience in common with the farm-
 er. If the child is to be a farmer he
 should be able to appreciate those
 things that make for the greatest
 success in his own work.

4. To Impart Useful Information
 in Agricultural Subjects.—In recent
 years there has been a marvellous
 application of knowledge and re-
 search to agricultural practice. We
 are exerting every effort to increase
 the productiveness and efficiency of
 the farm, and we have entered a new
 era in farming—a fact that will be
 more apparent in the years to come
 than it is now. The knowledge of
 soil and atmosphere, of plant and

animal life, that makes one on the
 farm an intelligent producer, also
 puts him in sympathetic touch with
 these activities of nature.

5. To Encourage Careful Observa-
 tion of Nature, Thus Enabling the
 Person to Understand His Environ-
 ment and to Appreciate More Fully
 the Beautiful in Nature.—"If the
 farmer, as he trudges down the rows
 under the June sun, sees only clods
 and weeds and crops, he leads an
 empty and a barren life. But if he
 knows of the moisture in air and
 soil, of the use of air to root and
 lead, of the mysterious chemistry of
 the sunbeam, of the vital forces in
 the growing plant, of the bacteria in
 the soil, liberating its elements of
 fertility; if he sees the relation of
 all these natural forces to his own
 work; if he can follow his crops to
 the market, to foreign lands, to the
 mill, to the oven and to the table;
 if he knows of the hundreds of com-
 mercial products obtained from his
 crops or the animals that he fattens,
 he then realizes that he is no mere
 toiler; he is marshalling the hosts
 of the universe and upon the skill of
 his generalship depends the life of
 nations."

"Earth's crammed with Heaven,
 And every common bush affire with
 God;
 But only he who sees takes off his
 shoes."

6. To Give Facility in the Hand-
 ling of Tools and in the Practice of
 Garden Craft.

7. To Provide the Desire to Im-
 prove Home Surroundings and to
 Train Boys and Girls to do Such
 Work with Efficiency.—Beautiful sur-
 roundings, silently but potently, in-
 fluence us all and teach us to love
 things that are "honest, lovely and
 of good report." The public school
 is the place to which we should turn
 our chief attention in the effort to
 promote a more healthy appreciation
 of beautiful things in our surround-
 ings and our actions. School houses
 and school grounds should be artistic
 (Continued on page 7)

WAS A GREAT SUFFERER FOR FIVE YEARS FROM DYSPEPSIA.

Dyspepsia is one of the most prevalent
 troubles of civilized life, and thousands
 of people suffer untold agony after every
 meal, for nearly everything that enters a
 weak dyspeptic stomach acts as an
 irritant.

The long train of distressing symptoms,
 which render life a burden to the victim
 of dyspepsia, may be promptly cured
 by the use of Burdock Blood Bitters.
 Mrs. Wm. J. Boyne, Lepreau, N.B.,
 writes:—"I thought I would write and
 tell you of the good Burdock Blood
 Bitters has done me and also tell you
 how thankful I am.

"For five years I had been a great sufferer
 from dyspepsia, and tried different doc-
 tors and proprietary medicines, but could
 get no relief. One day a friend told me
 to try Burdock Blood Bitters. I did
 not have much faith in it, but I thought
 I would give it a trial. To-day I am
 completely cured, and I will always
 recommend it."

Burdock Blood Bitters has been on the
 market for about thirty-five years and is
 manufactured only by The T. Milburn
 Co., Limited, Toronto, Ont.

"In the
 Case of MY
 Little Girl—"

In choosing and using
 a soap for your "Little
 Fairy" you will find no
 soap so mild, so neutral,
 so agreeable to tender
 skins as FAIRY SOAP.

Being made from products that you
 could eat, FAIRY SOAP agrees with
 even the tender skin of a babe.

FAIRY SOAP

is white—pure—floating. It comes in a handy
 oval cake. We could charge you five times the
 price asked for FAIRY SOAP and we could
 add nothing to its quality.

In higher-priced soaps you are paying for
 high-priced perfume and fancy wrappers
 —not better soap.

Made by
 THE N. K. FAIRBANK COMPANY
 Montreal

"Have you a 'little Fairy'
 in your home?"

**When you Order Your
 NEW SPRING SUIT**
 CALL ON
W. E. SEERY, 550 QUEEN
 STREET
 Create variety of patterns to select from.
 Style, Fit and Finish first-class.

**BUY YOUR
 Boots & Shoes at Monteith's
 AND SAVE MONEY**
J. R. Monteith, St. Mary

Farm Wagons, Slovens

We have now in stock a very complete assortment of
 sizes of Straight Axle and Double Crank Axle Wagons and
 can furnish Slovens on very short notice.

These wagons have been manufactured for us by one of
 the most reliable wagon makers in the Province.

We quote attractive prices for delivery at your nearest
 station or steamboat landing. Write us and your enquiries
 will have careful attention.

J. CLARK & SON FREDERICTON and
 ST. JOHN

**Advertise in the Daily MAIL
 and Get Results**

Wall Papers

We have still a good supply of Wall Papers and we have Hundreds of Remnants of Good
 Paper containing from four to ten rolls, which we will sell for less than half price. Call and
 see the stock.

Pianos and Organs

We intend making a change in our business shortly and we are offering a Number of Pianos
 at specially Low Prices. They are the Courley, Heintzman, Bell and other makes. Call and
 see them, or write for prices. We also have a few Extra Good Second Hand Pianos, some
 used only six months, which we will turn into cash at a very low price. Piano Players at
 Lowest Prices.

Sewing Machines
 We have on Hand a few Good American Sewing Machines we will clear out at \$20.00
 Look them over it will pay you

McMurray Book & Stationery Co. Limited