

Famous Cup Defenders

New York, July 19.—There is considerable speculation and interest among the yachtsmen at Larchmont over the orders recently received at Hawkins yard, City Island, directing that both the Columbus and Defender be painted outside and in. Whether these orders will be supplemented by others for the placing of the two famous cup defenders in commission can not be learned. The orders came from C. Oliver Iselin, who managed both yachts during the most eventful period of their respective careers.

DONT! WOMEN.

Don't write to a woman, when the roof leaks. Write to a carpenter. Don't write to a woman when the water pipe bursts. Write to a plumber. Don't write to a woman when you are sick, write to a doctor. But why such superfluous advice? Simply to call attention to the fact that "women" who are not qualified physicians offer medical advice, in advertisements worded in such a deceptive manner that you are apt to overlook the important fact that the woman is not a physician.

The great success of Dr. R. V. Pierce, in treating and curing diseases of women, has led to imitations of his methods, especially his offer of a free consultation by letter to all sick women. At the head of the Invalids' Hotel and Surgical Institute, of Buffalo, N. Y., and with an experience of over thirty years, Dr. Pierce has achieved the position of the chief of specialists in the treatment of women's diseases. There is no living physician, male or female, who can show an equal record of over half-a-million women treated and ninety-eight per cent. of cures. Write to the doctor. Your letter will be read in private, answered in private and its statements held as sacredly confidential. To assure the exclusion of a third party from this correspondence, every letter is sent sealed in a plain envelope, bearing no advertising or printing upon it. Address Dr. R. V. Pierce, Invalids' Hotel and Surgical Institute, Buffalo, N. Y.

Dr. Pierce's Favorite Prescription makes Weak Women Strong and Sick Women Well. Accept no Substitute.

ALWAYS KEEP ON HAND Pain-Killer. THERE IS NO KIND OF PAIN OR AGUE, INTERNAL OR EXTERNAL, THAT PAIN-KILLER WILL NOT RELIEVE. LOOK OUT FOR IMITATIONS AND SUBSTITUTES. THE GENUINE BOTTLE BEARS THE NAME, PERRY DAVIS & SON.

AT Gay's Market Stalls ON FRIDAY, Strawberries, Watermelons, Butter Beans, Cucumbers, Cauliflower, Cabbage, Beets, Carrots, Squash, Lettuce, Radish, Mushrooms.

- Strawberries, Watermelons, Butter Beans, Cucumbers, Cauliflower, Cabbage, Beets, Carrots, Squash, Lettuce, Radish, Mushrooms.

Open on Saturday afternoon from 5 to 10. fri & sat.

NOTICE: Having retired from business would all who have received their accounts or are indebted to me make immediate payment at the Medical Hall, Queen St. Charlottetown. S. W. DODD. July 17 1910.

TREATMENT OF HISTORY

Excellent Paper Read By Miss Fairlie Duraat at Teachers' Convention, Held in Kensington.

In treating this subject of History, I shall endeavor to lay before you the purpose of learning it, and how it may best be taught. The paper will by no means be lengthy or exhaustive one, but I hope it may fulfil the object for which it is written—namely, to call forth further discussion on this subject. In teaching history, the teacher should constantly keep before him the purpose it is intended to serve, and what it will do for the child. It should give a vivid idea of past times, so that the student may readily see the conditions then existing, and how the succeeding conditions grew out of them. In a great number of matters it is a guide to mankind. In politics, in education, and in the social and industrial life it is indispensable. No man or nation begins life anew, but the movement is continuous.

What we have now is the result of what is gone before us. Therefore to understand the present conditions and to get an insight into the succeeding ones, it is necessary to know the past. No work can stand unless it grows out of the wants of the age. By understanding this, the judgment will be strengthened, and the cause and effect of events around him will be recognized. History should also teach that every citizen has a duty which he owes to every other citizen and thus make him a helpful member of the community.

In the first place, let me touch upon a couple of the most frequent mistakes in teaching history. One of these is the using of terms which the child cannot, or at least can but partly understand. For example, the term Government conveys but little meaning. If, however, the Government of the town in which the pupil lives is taken up fully—how the Mayor and Councilors are elected—their meeting together discussed—motions introduced and passed or rejected—then the uses and necessity for Government will be seen, and some idea given of its mode of operation. Or the Government of the country is taken up and the election of the members for the constituency taken over. By this means the terms Government, Parliament, etc., will convey a meaning instead of being vague notions.

A second mistake is the want of geographical knowledge of the country whose history is being studied. As one writer has said:—"Battles are fought and men live, the child knows it is in space not in England, but that is all the idea he has of it." Historical events that are not located by the pupils are neither fully realized nor remembered. Then again, events often cannot be understood unless we know the geographical conditions under which they were enacted. The geography of a country will often go a long way towards explaining its history. For example, take the discovery and colonization of North America. "Why did the early explorers always ascend the St. Lawrence, and why were the first colonies planted there?" Or, in speaking of the English settlers, "why was it that they should encroach upon the French to the north of them?" "What caused them to form a strong, stable settlement instead of spreading through the country as the French had done?" There may be certain characteristics of the race that would account partly for this circumstance, but the geographical condition of the country was one of the chief reasons. Therefore we can lay down this rule—that in teaching the history of a country, the general geography of that country must first be known. Then a map may be drawn, and the different places located as they occur.

The first step in teaching history is the amassing of facts. While facts do not make a child know history, he cannot know history without them. It is useless to talk of the relations existing between facts when the facts themselves are not known. These may be arranged either in the order of time or in the order of cause and effect.

It is necessary to a certain extent that they be taken in the order of time. All action or movement is in time. Without time there could be no development or progress. According to this, certain dates must be taught, and the difficulty is to find what dates, and the best way to teach them so as to leave a clear and lasting impression on the child's mind. With reference to what dates history may be divided into periods and the dates of the period taken. Each period will be marked by certain features that give it a unity and make it possible for the mind to grasp the whole. The important dates of the beginning and end of a period, and the important landmarks of history must be thoroughly fixed in the mind. Incidents of minor importance may then be made to cluster naturally around them. Further, if the dates of the period are remembered, the events can be put in that period, and thus their time is approximately fixed.

One of the clearest ways is to take a line and divide it off into periods and place the events in the periods to which they belong. Thus, taking the history of the French and Canada, we can divide our line into three unequal parts. First the period of discovery and exploration, from 1497-1627. Second, the rule of the Company of the Hundred Associates, from 1627-1663. Third, the period of Royal government from 1663-1763. This last period may be subdivided into two parts—the first, in which the French owned all of what is now in the Eastern part of Canada and Newfoundland; and the second—when they owned but half of it. Or, take

the latter half of the history, which we have been studying through the past year, and which I think has proved very difficult to follow, owing to the text-book which has been in use. With a view of assisting my pupils to connect the different events together, I have divided it into these periods from 1812-1840, including the war of 1812, the struggle for responsible government, and the rebellion of '37; from that time till Confederation in 1867; from 1867 down to the present time. As these periods are gone over, the events occurring may be put in their proper place. By this means the child gets an idea of how far back such events were and their distance from each other. To the child it often seems that because many events are crowded into ten years much time has elapsed; whereas if but a few unimportant events occur in a century, the time seems short.

The second and important way in which events may be taken is in the order of cause and effect. It is in this doctrine of cause and effect that we find the value of history as a guide and as a discipline. The conduct is shaped by the knowledge that like events follow like causes. The student learns that whatsoever a man or a nation sows that must it also reap. He sees the result of slavery, of freedom, of war, of oppression and of extravagance. He sees that there is no universally best form of government, but that is the best which helps most to develop and express the life of the nation. He learns that political institutions are the results of certain causes, and are not merely the result of chance or accident. More than that, he sees that nations are dependent on one another, that there is no such thing as a "Splendid Isolation," but that the good of all is more or less bound up with the good of all. Mr. Lecky says:—"If you would form a wise judgment of the future of a nation, observe especially what qualities count for most in public life. Is character becoming of greater or less importance? Are the men who obtain the highest posts in the nation men of whom in private life and irrespective of party, competent judges speak with genuine respect? Are they men of sincere convictions, sound judgment, consistent lives, indisputable integrity? Or are they the arts of a demagogue or an intriguer? Men of nimble tongues and not earnest beliefs skilful above all things in spreading their sails to each passing breeze of popularity. Such considerations as these are apt to be forgotten in the fierce excitement of a party contest, but if history has any meaning, it is such considerations that affect most vitally the permanent well-being of communities, and it is by observing the moral current that you can best cast the horoscope of a nation."

Yet the teacher must not use facts as a means of conveying his own ideas or doctrine to his class. He is to present the facts as they are and to leave the conclusions and deductions to be drawn according to each one's own judgment. The tale will point its own moral. History is useful as a guide only when correctly and truthfully taught. In elementary history, the main thing is to amass facts that may be worked up afterward, and not to vaunt far-fetched conclusions from them. The teacher should arouse enthusiasm for what is good and noble, so that the influence will be felt and not talked about. Still, knowing these facts and having them properly arranged is not enough. The pupils must be put in sympathy with the past, and the events called up before their minds in such a way that the actors have a living reality and are not allowed to remain the merest shadows or nothing more than names. The child must live in the facts, think the thoughts of the actors and feel as they felt to be able to comprehend their actions. Let him be one of them, to see with their eyes and to reason with their intellects. The following method of putting a child in sympathy with the event, and also of fixing the facts in the mind in some cases has proved very successful. Let the child after knowing the facts and conditions of an event place himself in the position of one of the actors and write his own biography.

For example, let us take one of Champlain's expeditions against the Iroquois. As material for this lesson, we might have several pictures of Champlain, of the Indians, their canoes, weapons, or anything else that would help to make the incident real. As a preparation, the

(Continued on sixth page.)

WHAT IT WILL DO.

Polson's Nerviline, the great pain cure, never fails to give prompt relief in the following complaints:—Sprains, bruises, cuts, tic douloureux, rheumatism, spinal pain, neuralgia, toothache, lumbago, sciatica. But to-day at any drug store a 10 cent bottle and test it in any of the above complaints. It never fails, for Nerviline is composed of the most powerful pain subduing remedies in the world. Get a bottle at any drug store. You will be made happy. Ten and twenty cents a bottle.

Ventilated corsets 35 cents and the fine feather weight ones 45 cents.—Jas. Paton & Co. 18 1/2

Bought before the rise.—100 men's fine summer light weight Saxony wove underwear, worth up to \$3.00 a suit, going at \$2.30, won't shrink; also see our cotton Balbriggan underwear at 75c., \$1.00, and \$1.50 a suit. All sizes from 32 to 44.—Jas. Paton & Co. 18 1/2

White pique and white duck.—Lots of it here at Paton's. 18 1/2

Contracted Prices -FOR- SATURDAY ONLY.

- 180 yds. English Flannelette 8c, All Ladies' and Children's Hats, Sailors and Untrimmed, All Muslin and Crash Skirting, 6 pieces Black Brocade Dress Goods; 28c, 10 pieces Dress Lining, all colors, 2 pieces Fawn Dress Goods, all wool, 28c, 2 pieces Dark Fancy Cretonnes 12c, 25 doz Craps Towels, 44 x 24, 15c, 2 pieces Honeycomb Towelling, 20 doz Handkerchiefs for Children, 2 pieces White Cotton, yd. wide, 10c, 5 doz Men's Sox 15c, 100 yds rough Crash Towelling 12c, 10 doz Braces for Men 20c, 5 White Counterpanes \$2.25.

- Saturday 3c, 1/2 price, 1/2, 16c, 5c, 15c, 6c, 10c, 3c, 1c each, 6c, 8c, 6c, 10c, \$1.00.

To see is to admire, To admire is to desire, To desire is to be a buyer at

Prowse Bros.

What Trade We Have We'll Hold What We Haven't We're After.

Fine Photography

In all the latest designs. Our CARBON PORTRAITS are unrivalled. Our customers are all delighted. Be sure and visit the leading studio.

G. H. COOK,

Queen and Grafton Sts. Ch'town.

..BICYCLE RHYME..

Wouldn't This "Explode" You?

Maud Muller, on a summer's day, Scoured along on the broad highway; Her wheel a worthy Welland Vale Or else she'd never tell this tale. The Judge steamed by, and said: "My dear, There's room for you; come, jump in here! My automobile's built for two— For me, and for a peach like you." But, as he spoke, his auto, reared, Blew up, and to it disappeared. And Maud said, as she watched his plight, "Thanks, Judge. You're really out of sight."

Jenny.

Jenny pedals neatly, Gliding down the street, Jenny smiles so sweetly, Jenny is discreet.

Lithesome as a fairy, Pink as the wild rose, Golden hair so airy, Streaming goes

On her Cleveland flying, Drives dull care away, Were I with her cycling, What a joyful day!

July, August, September, October, are the Four best wheeling months—We have 50 Bicycles yet to sell—will make the price satisfactory.

Mark Wright & Co., Ltd

Illustrated Lecture

SOUTH AFRICA!

"Land of the Briton and Boer"

MR. ROBERT P. BELL,

American Lawyer and Journalist (Three years an Uitlander) "An Uitlander's Life among the Boers," Fictured and described.

100 — ORIGINAL PICTURES — 100

Opera House, Ch'town, Monday Ev'g July 23.

Admission 25c. Reserved Seats 50c and 50c. Plan at Medical Hall and Rankin's Drug Store, July 20th

HOTEL ACADIA

Grand Tracadie Beach

Opens July 1st. Finest Bathing, Boating and Fishing. Cuisine excelled. Write for circulars. I. C. Hall, Manager



National Wheels

Carnivals, Scotsman's, 20th Centuries, E. N. D., Columbus, Hartfords have had a large sale in Charlottetown.

We are still receiving the above daily.

Look them over—Write for catalogue.

Repair supplies—Second Hand Wheels

Mark Wright & Co., Ltd.

