

DR. PERRIN'S ADDRESS GIVEN AT THE TEACHERS' CONVENTION HELD RECENTLY IN CHARLOTTETOWN

Ladies & Gentlemen:— I may say that my plans have been somewhat changed since I left home, but you must bear with me if I do not quite catch the conditions here. I am rather sensitive to conditions. This is the first Teachers' Convention I have had the pleasure of addressing for a long time.

When we go from Boston to New York we find the conditions there very different indeed. Each city, town and Province has a different atmosphere, so that what I have to say today will not be dogmatic if it will be suggestive rather, and if what you find applies to your conditions I hope you will take it in good part, and what does not apply to your conditions here you will take as suggestive, and if you think desirable try to use them, and if they are not, try to avoid them.

But cleverness is not the only thing that is necessary. It is one of the American ideas to have smartness and cleverness, but I say one of our difficulties at home is how to motivate in a modern child those moral and mental qualities which are so necessary to good citizenship. Moral qualities are rapidly dropping out with the child and if that "bug" is here then I want to tell you to look out for him. If your children are obedient, have much reverence for the older people, if they are quick to fill responsibility, if they have that sense of keeping their place and doing as they should, all right, I am glad of it. You are a Blessed People. Do not let our "Bug" get into the children's heads. It is due very largely to the conditions. I am not blaming the child. It is the dropping out of the old-fashioned chores, that causes it. Now we have running water in the house, running everything. What are our children to do? There is no wood to chop, no water to draw, and the milk team comes around to deliver milk. There is no place where they keep cows and no cows to milk in the morning.

The absence of those chores in the home is very detrimental to the home and to the child because before long he thinks the home is for him. That he makes a part of the community of the home, and you as teachers in the school, must keep him feeling that he is, not to do perhaps the janitor's work, but to help in every possible way that he can; not only in cleaning off the black boards but in helping the older boys and girls.

Do not go home and sit up nights looking over examination papers. That is the worst thing a teacher can do. It wears you all out and the next morning when the children come to you they are tired. They only want the marks. They do not want them any more than you want warmed over cream of tartar biscuits in the morning. Put your faith in the pupils and then these papers can be looked over by the better scholars in your grade, underlining the places that are wrong. Then you can look over them and give your ratings. When I was Superintendent I always told the teachers to go to bed at nine o'clock, unless they were out on a good time, but never to sit up after nine o'clock unless they were going to bed. If they did get to the school house next morning all dragged out and could not teach so well. The scholar can get more from the teacher if he is feeling well and did not lose any rest the night before by looking over examination papers.

The point I wish to impress upon you is this. The scholars of today are not dumb cattle as they used to be but they are clever little scamps and know whether you are ready for them or whether you are tired and wish they would behave themselves. Make them understand by the very look you give that they have got to look after themselves. There is no question about that. You are there to teach them but you cannot teach them until after you keep school, and teaching school means that you can sit ten minutes, if necessary, and say nothing and yet have a perfectly orderly school, and if the school is orderly and you are keeping school all right, then you can begin to teach. The wise teacher takes them steady to start with. When you take a new position—now there are some of you here in new positions probably for your first week—and I want to tell you that your first day is going to tell and if you preserve and make them understand that you are to be master then there is no difficulty about it and you will get along beautifully. One teacher has said "Oh, we will get along better when we get acquainted! Never! The more you get acquainted the worse it gets. It is just like taming a colt. Now you understand horses here in Prince Edward Island. You don't let the colt run a while and say when we get better acquainted will hold the reins tight. That is not breaking in a colt. Better be strict the first month and severe, and if the child understands that you are master or mistress, then everything you do that pleases those children they thank you for, and they like the teacher better every month. The children of today are pretty hard heads and they size up their teachers very quickly and also their parents. When the discipline is not in the home that was there twenty years ago on account of the lack of those chores; do not you teachers blame the home. It is almost impossible to do it in the home. Today there is not the opportunity, but it is for you to take that as part of your school work. In the home today the family institution is largely for the child and the child is the centre of entertainment. The child instead of feeling as in olden times that he is to help the community, which we call the family, that he shall look after the animals, that he shall keep the wood in the open grate and other little jobs that the family depends on him to do, today begins to feel that the whole institution of the family is just for his sake. It was only the other day that I was at supper and in the midst of our conversation we had the mother say, "Hush! Mary's talking!" So we all had to stop and listen to Mary. A child should be taught to be humble and respectful

very outside. Most children cannot listen to any connected talk more than a minute, and after those three minutes are over, as I say, you are just talking to relieve your own mind, and what is the attitude of the child? Or do not know what the teacher is talking about. She is just "wasping"! That is all it amounts to. The child cares nothing whatever about it. We might say a great deal about that subject but children do not want to behave. They do not want to do those things, but they do admire you if you make them do them and despise you if you do not.

One of the saddest things that I have known was when a boy of twenty years, whom I knew well, and who went to the bad, came to me, as I was talking with him about those things which he had done. I asked him if his father did not tell him these things were wrong. Well, I knew he did not, but listen! About 15 years ago I was talking with the father and he said he believed it was best not to be too strict with your child, encourage them but let them find out by experience what is right and then they will be stronger in that light. That sounds well. That young man said to me when I asked him if his father didn't tell him anything about those things. "No!" and before I had time to say anything further tears gushed out of that boy's eyes and he looked up and said "I would like to know what my father says for anyway?" He was one of those boys who was brought up to think that the home was a place where he was to be fed and clothed and looked after and the father thought he had better let the child find out from experience. It is unkind to the child.

Now, the teachers in modern times have to take the place of the parents largely. That again is not their fault. The father is confined now and there are days when the father has to get up from morning until night and very often does not see his child. He must work to keep up with the times. The mother too, has a great deal to do; particularly the father's influence is what is wanted today. I was reading the other day a story, a little exaggerated I imagine about a little girl, who asked her mother who the man was who always stayed with them over Sundays.

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BOWELS BAD, LIVER TONIC, CASCARETS. If constipated, bilious, head-achy, stomach sour, take a Cascaret. You men and women who can't get feeling right, who have headache, coated tongue, foul taste and foul breath, who can't sleep, are bilious, nervous and upset, who suffer with a sick, gassy, disordered stomach, or have back-ache and feel worn out. Are you keeping your bowels clean with Cascarets, or merely forcing a passage every few days with salts, cathartic pills or castor oil? This is important. Cascarets work while you sleep; cleanse and regulate the stomach; remove the sour, indigested and fermenting food and gas; take the excess bile from the liver and carry out of the system all the constipated waste matter and poisons in the intestines and bowels. A Cascaret tonight will straighten you out by morning—a 10-cent box from any drug store will keep your stomach sweet, liver and bowels regular and head clear for months. Don't forget the children. They love Cascarets because they taste good—do good—never gripes or sicken.

HAD BAD SORE FOUR YEARS. ZAM-BUK HAS HEALED IT! Mrs. Wilson, 110 Wickson Ave., Toronto, says: "About four years ago a sore spot appeared on the right side of my face. This spot increased in size until it became about half an inch in diameter and very painful. I went to a doctor, but the ointment he gave me did not have any good effect. The sore continued to discharge freely and tried medicines, and all kinds of salves, but it was no good, and I continued to suffer from it for four years. A sample of Zam-Buk was one day given to me, and I used it. Although the quantity was so small, it seemed to do me some good, so I purchased a further supply. "Each box did me more and more good, and, to my delight, before I had been using Zam-Buk three weeks, I saw that it was going to heal the sore. In less than a month it was healed! "I know a lady in the east of the city, whose husband suffered for years with an open sore on his leg. On my recommendation, Zam-Buk was tried in that case. The other day, when I saw her, she told me that it had healed the sore completely. "My daughter, who lives in Lethbridge, Alta., has also used Zam-Buk with the same satisfactory result. I think it is, beyond all doubt, the finest healing balm known. "Such is the opinion of all persons who have really tried Zam-Buk. It is a sure cure for eczema, piles, abscesses, ulcers, scalp sores, ringworm cuts, burns, scalds, bruises, and all skin injuries and diseases. 50c. box, all druggists and stores, or post free from Zam-Buk Co., Toronto, for price. In case of skin disease, use also Zam-Buk Soap, 25c. tablet.

HEAD STUFFED? GOT A COLD? TRY PAPE'S. One dose Pape's Cold Compound gives relief—Cure in few hours. You will distinctly feel your cold breaking and all the Grippe symptoms leaving after taking the very first dose. It is a positive fact that Pape's Cold Compound, taken every two hours, until three consecutive doses are taken, will end Grippe and break up the most severe cold either in the head, chest, back, stomach, or limbs. It promptly relieves the most miserable headache, dullness, head and nose stuffed up, feverishness, sneezing, sore throat, running of the nose, mucous catarrhal discharges, soreness, stiffness and rheumatic twinges. Get a 25-cent package of "Pape's Cold Compound" from your druggist and take it with the knowledge that it will positively and promptly cure your cold and end all the Grippe miseries, without any assistance or medicine—don't accept anything else said to be just as good. Taste nice—acts gently.

THOUGHTS FROM GENERAL BOOTE. I would stand on my head on the top of St. Paul's cross if I thought it would bring men to salvation. To be voluntarily idle, in any rank or condition of life, is to be a curse to others and to be accursed yourself. Pleasure? A life of pleasure? Ask the first-escape man if he ever felt any thrill of delight equal to that he is privileged to have now and then when he fights his way through the blinding smoke and rescues the people ready to perish. I was once reproached with having long studied from one book but you want to look up a number of books. That is the reference book work of the 7th grade teacher and that is the work of the 7th grade cannot be completed. A lady came to me one day and said, "I came to tell you that

GROWS BEAUTIFUL, HEAVY HAIR WE PROVE IT—25 CENT "DANDERINE". Destroys dandruff—Stops falling hair—Cleans and invigorates your scalp—Delightful dressing. To be possessed of a head of heavy, beautiful hair; soft, lustrous, fluffy, wavy and free from dandruff, is merely a matter of using a little Danderine. It is easy and inexpensive to have nice, soft hair and lots of it. Just get a 25 cent bottle of Knowlton's Danderine now—apply a little as directed and within ten minutes there will be an appearance of abundance; freshness, fluffiness and an incomparable gloss and lustre and try as you will you cannot find a trace of dandruff or falling hair; but your real surprise will be after about two weeks' use, when you will see new hair—fine and downy at first—yet—yet—really new hair—sprouting out all over your scalp—Danderine is, we believe, the only sure hair grower; destroyer of dandruff and cure for itchy scalp and it never fails to stop falling hair at once. If you want to prove how pretty and soft your hair really is, moisten a cloth with a little Danderine and carefully draw it through your hair—taking one small strand at a time. Your hair will be soft, glossy and beautiful in just a few moments—a delightful surprise awaits everyone who tries this.

you have a teacher in this town who isn't earning her salt." I said: "Whom do you mean?" She mentioned the teacher's name, and I think, perhaps she was one of our very best teachers in that town. The lady said: "I went to that school this morning and stayed about three-quarters of an hour and that teacher didn't do a thing but talk to me a little while, and she had some pupils come up to the desk once in a while (some favorites I suppose) and she was writing her own personal letters." What is she in the school for I would like to know? It did not take me very long to explain to her that she was a teacher who could teach without "yapping." These children were buried in their books and the results of that teacher were such that they passed them through the High School. These were Miss Emmerson's scholars and she taught them in the 5th grade how to do their work. She gave a little instruction or help to any one who needed it and the others in that class remained quiet and they learned so much that if I were told a child was ready for promotion in her class I would jump the next grade if need be and put him in the High School. They learn the power of keeping still and quiet at work. This training is a most valuable thing for teachers to do. I will say a little about the 5th grade, that terrible year when all the work of former years comes up into the great question of what it is for, and that is where the child asks his father and mother why must I keep on my course? Why cannot I do this or not? I say that is a terrible age for the teacher. Has to answer "why" and explain. Why cannot I do this? Why must I do those other things? You see how necessary it is for a child in the former age to have grown up so that action shows itself in the keen work and the reasoning of things. This is where psychology shows itself. The present generation of children are active. We do not want to make the coming generation "fall birds" but strong men in a community, and we must know how to go about it. In Switzerland they keep their prisoners busy all the time—always doing something—and the same thing applies to our boys. We want to keep them busy and their minds employed so that there will be no chance for bad thoughts. In Switzerland they keep their prisoners busy with their minds. Every prisoner has to learn a certain amount of geography and a certain amount of history and read for dinner and have to be content with the bone. Now, you know what is said about a man's stomach. They are punished by being deprived of certain kinds of food. They have to have good thoughts, and that is why we want to keep them busy with their minds and their hands. I am glad to see that you are up to us to see that we reap those grand and glorious fruits. Let them be fine, splendid members of the community and look back on their 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th and 10th grade teachers as the greatest blessings that came into their lives.

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