

# THE DAILY EXAMINER.

TERMS:—FIVE DOLLARS A YEAR.

"This is true Liberty, when Free Born Men, having to advise the Public, may speak free."—EURIPIDES.

SINGLE COPIES TWO CENTS.

NEW SERIES.

CHARLOTTETOWN, P. E. ISLAND, SATURDAY, OCTOBER 9, 1886.

VOL. 19. NO. 119.

## The Daily Examiner

is issued every evening by  
The Examiner Publishing Co

From their office, corner of Water and  
Great George Streets, Charlottetown,  
Prince Edward Island.

—RATES OF SUBSCRIPTION—  
Six months ..... \$2.50  
Three months ..... 1.25  
One month ..... 50

Advertising at moderate rates.  
Contracts may be made for monthly, quarterly, half-yearly, or yearly advertisements, on application.

### ALMANAC FOR OCTOBER, 1886.

MOON'S CHANGES.  
First Quarter 4th day, 6h. 21m., p. m., S.  
Full Moon 12th day, 11h. 11m., p. m., S.  
Last Quarter 20th day, 10h. 28m., a. m., S. W.  
New Moon 27th day, 3h. 30m., a. m., N. E., (below horizon).

DAY OF WEEK	Sun rises	Sun sets	Moon rises	Moon sets	High water	Low water
1 Friday	6 35	5 10	10 11	0 32	11 33	3
2 Saturday	5 54	4 16	1 14	2 9	11 23	2
3 Sunday	5 32	3 15	1 59	2 26	11 13	1
4 Monday	5 10	2 18	2 48	2 22	11 3	0
5 Tuesday	4 48	1 54	3 49	1 19	10 53	0
6 Wednesday	4 26	1 35	5 0	0 16	10 43	0
7 Thursday	4 04	1 16	6 15	1 12	10 33	0
8 Friday	3 42	1 0	7 21	2 9	10 23	0
9 Saturday	3 20	0 40	8 13	3 1	10 13	0
10 Sunday	2 58	0 27	9 5	4 2	10 3	0
11 Monday	2 36	0 13	10 33	5 0	9 53	0
12 Tuesday	2 14	0 0	11 18	5 56	9 43	0
13 Wednesday	1 52	0 0	12 0	6 53	9 33	0
14 Thursday	1 30	0 0	12 45	7 50	9 23	0
15 Friday	1 8	0 0	1 30	8 47	9 13	0
16 Saturday	0 46	0 0	2 15	9 44	9 3	0
17 Sunday	0 24	0 0	3 0	10 41	8 53	0
18 Monday	0 2	0 0	3 45	11 38	8 43	0
19 Tuesday	0 0	0 0	4 30	12 35	8 33	0
20 Wednesday	0 0	0 0	5 15	1 32	8 23	0
21 Thursday	0 0	0 0	6 0	2 29	8 13	0
22 Friday	0 0	0 0	6 45	3 26	8 3	0
23 Saturday	0 0	0 0	7 30	4 23	7 53	0
24 Sunday	0 0	0 0	8 15	5 20	7 43	0
25 Monday	0 0	0 0	9 0	6 17	7 33	0
26 Tuesday	0 0	0 0	9 45	7 14	7 23	0
27 Wednesday	0 0	0 0	10 30	8 11	7 13	0
28 Thursday	0 0	0 0	11 15	9 8	7 3	0
29 Friday	0 0	0 0	12 0	10 5	6 53	0
30 Saturday	0 0	0 0	12 45	11 52	6 43	0
31 Sunday	0 0	0 0	1 30	12 49	6 33	0



## BOSTON.

FALL ARRANGEMENT

### THE PALACE STEAMERS

OF THE  
INTERNATIONAL S.S. CO.

Leave St. John for Boston, via Eastport and Portland, every Monday, Wednesday and Friday, at 8.00 a. m.  
Fare from Charlottetown to Boston, \$5.50, 2nd class; \$8.50, 1st class.  
For tickets and other information apply to  
A. SHARP, F. W. HALES,  
P. E. I. Ry., P. E. I. Steam Nav. Co.  
or to your nearest Ticket Agent.  
Oct. 9, 1886—eod wky

### L. ARTHUR & CO., GENERAL Commission Merchants,

121 ATLANTIC AVENUE,  
BOSTON, MASS.

Eggs and Produce a Specialty.  
July 15—dly wky

### BARCLAY & CO., GENERAL Commission & Shipping Merchants,

191 Atlantic Avenue, Boston.

EIGHT years' experience in this market.  
Over fifty thousand bushels P. E. I. potatoes received by us last fall. Our patrons all satisfied. Vessels chartered for potato freights at short notice. Write for market reports.  
Specialties—Potatoes, Mackerel, Canned Lobsters, Eggs.  
June 17, '86—2mo eod

### RANKIN HOUSE.

THE undersigned will lease for a term of years the above well known Hotel, situated on corner of Water and Pownall Streets, in Charlottetown, Prince Edward Island. Possession given on the 1st October next.  
Any information required will be given, either by letter or personal interview.  
J. H. GRAY,  
DAVID STIRLING,  
Trustees.  
Ch'town, June 12, 1886—June 15 saw her four

### FOR SALE.

THE Land and Property recently occupied by the undersigned, situated on the Brighton Road.  
BENJAMIN HEARTZ.  
April 20—2ar if \* 1886

## NEW AUTUMN GOODS.

FIRST INSTALLMENT  
AT

## PERKINS & STERNS'

New Plushes,  
New Velveteens,  
New Mantles,  
New Fur Capes,  
New Fur-lined Cloaks

A Large Stock Knitting Yarns very Cheap.

NEW PLUSH, FELT, AND STRAW HATS.

Mantle Cloths, in Boucle, Kyrle, Ottoman, Frieze, Astrachan, &c

A Large Stock BLACK DRESS GOODS as Cheap as Ever.

New Colored Dress Goods and Trimmings.

## PERKINS & STERNS.

Sept. 16th, 1886.

## NEW HAT & FUR STORE,

Newson Block.  
A. NEW DEPARTURE!  
HATS, of the latest Styles, at the very LOWEST PRICES.  
FURS, of all kinds. Cleaned, Dyed, altered and Repaired.  
HIGHEST CASH PRICES paid for Raw Furs.  
E. STUART.  
Ch'town, May 4, 1886

## BRITISH WAREHOUSE,

83 QUEEN STREET.

BARGAINS! BARGAINS!  
FOR SEPTEMBER ONLY.

A Large Lot of WOOL TWEEDS,  
" " ULSTER CLOTHS,  
" " GENTS' UNDERCLOTHING,  
" " DRESS GOODS,  
" " FANCY PRINTS.  
Balance of ORETONNES

LARGELY REDUCED FOR CASH.

## A. L. BROWN.

Ch'town, Sept 1—wky

## PLENTY GOODS

They Won't Last Long at the Prices we Offer Them.  
It is too bad to sell goods at such terrible low prices; but a great many of these goods have been bought from 25 to 50 per cent below regular prices—this accounts for the bargains we now offer.  
Our Dress Goods Department is right full of bargains. We have also an extra large stock of Velveteen, Black and Colored Cashmeres, Mortaroes, Sacques, Sacque Cloth and Ulster Cloth, from 20 to 30 per cent less than usual.

OVER-STOCKED.  
\$10,000.00 Ten Thousand Dollars worth of Clothing will be sold at prices that were never heard of before.  
989 Overcoats will be cleared out, three, four, five and six dollars less than regular price. If you don't believe this, come and see—No trouble to show our goods.  
2,400 Suits of Underclothing, 900 Shirts, Hats and Caps in endless variety.

COME AND SEE!  
L. E. PROWSE,  
Sign of the BIG HAT, 74 Queen Street.  
Ch'town, Sept. 22, 1886.

### The Moral Influence of the Teacher

[Paper read at the Teacher's Convention by Miss Lawson.]

I HAVE chosen this subject for my paper not so much because I feel myself competent to write upon it, as that it is one which demands the serious attention of the convention.

I do not expect to bring before you anything new, but I hope that what I shall say will set some of you thinking, and draw from those who have already given the subject earnest thought expressions of opinion which will do us all good.

"We are such stuff as dreams are made of." Circumstances over which we have no control, surroundings amidst which we had no part in placing ourselves, sights and sounds which pass before the eye or fall upon the ear apparently unnoticed or unheeded; the tones, the looks, the gestures, nay, the very presence of those with whom we associate, all help to make us what we are.

Now and again we hear of one who, brought up in the midst of vice, has kept unstained the garment of purity, or of another who has fallen from among the purest associations to the lowest degradation; but the contrary is the rule, and perhaps even where there are exceptions if we knew all we would find that there were hidden influences at work either for good or evil, counteracting those which, though more apparent, were not so real.

If, then, our characters depend so much on outside influences, how important is it that those influences should be pure and healthy, especially during the period of our lives when we are most open to outside impressions. For is it not true that our characters grow with our growth, and strengthen with our strength, and if, as we believe, the character outlives the body, it is all the more important that its earliest bias should be in the right direction. Now a great part of the child's waking life is spent within the walls of the schoolroom. Indeed, between the ages of five and thirteen at least, the child associates with no grown person as he does with the school teacher. That during that time he is likely to be under the control of several men and women makes it of vital importance that every teacher in the Province should realize his or her responsibility. We are not at all likely to be careless about the intellectual advancement of our pupils. The inspectors, the trustees and the parents all take good care not to let us forget that it is our business to make the children learn. Competition among ourselves is now becoming so keen that if one has not the faculty of imparting knowledge readily and thoroughly he already finds it difficult to get a school. But no examinations are held to find out whether the boys and girls under our charge are honest or dishonest, truthful or untruthful, selfish or unselfish, in a word, good or bad. These are things not to be estimated or averaged, but not, therefore, to be overlooked.

It is of infinitely more importance that the scholars of this generation shall be the good men and women of the next than that they shall pass brilliant examinations now at the end of each term.

It does not matter so much whether, for instance, a man be a lawyer or a shoemaker, a clergyman or a blacksmith, as that he should be an honest workman whatever his calling.

I do not want to exaggerate the magnitude of our task or our power of accomplishing it. We are only one of the agencies at work though a very important one. We cannot mould the children as a potter moulds the clay. Each one has already received an impress which we cannot hope, and, I had almost said, ought not to try to change. Each has had given him his own nature, but, to change the figure, within each nature is hidden as in a seed the germ of good which is capable of being developed; at last into the perfect man. To cherish and nourish this germ is the most important—far the most important part of our work. Still we need not, or rather we should not divide it, for the soundest intellectual training can be made to afford the best moral discipline.

As the title of my paper indicates, I do not intend to dwell upon those direct agencies which we all employ more or less skillfully in the government of our schools, but rather upon the indirect means by which we almost or perhaps altogether unknown to our scholars, if not even to ourselves, succeed in accomplishing our ends.

We do not, as a class, value highly enough the power of influence. We are too fond of making rules, holding forth rewards and inventing punishments; things sometimes useful, I think not necessarily indispensable. We resemble in this the gardener who never lays down the spade and pruning hook in order to allow the sun, air and rain to do their part in causing the tree to bring forth fruit. We ought remember that the best we can do for our plant, the child, is to put it in the best condition for the forces of nature to work upon it and within it and that too much constraint or too much stimulation alike interfere with healthy growth whether physical, mental or spiritual.

I will now, as briefly as I can, say something of some of those qualities in a teacher which I think exercise a wholesome influence on the school.

First upon the list, I would place faith in human nature in general and child nature in particular. Don't think the children are always wanting to do wrong, they are not, expect them to do right and show them what is right. Believe in a boy and he will most likely justify your belief. I do not mean that you should expect from children the same self-control and the same power of application that you might, with justice exact from grown up students. In this, as in other things, we ought to be "rich in saving common sense" and in the homely old saying not attempt "to put old heads on young shoulders."

Now, I do not think, as some successful teachers do, that you should pretend to believe in a bad child. You may, by such a course, make your scholars

as great a hypocrite as you are yourself, but you will never succeed in reforming him. Shut your eyes neither to his vices nor his weaknesses, but find, if you can, the good in him and work from that and on that till you have brought about a true reformation.

You say the good is hard to find sometimes. I know it is, but it is there and you will find it if you are good enough, as well as patient and skilful enough yourself.

Now, I do not at all mean by this that we ought to notice every little thing which the necessities of school-room life oblige us to characterize as wrong. On the contrary, to borrow an old teacher's phrase, "it is a first-rate thing to be conveniently blind sometimes."

I will say something here, which perhaps has not much connection with the subject, but which may help some beginner. It is far better to aim at causing the children to do right than at compelling them to do so.

Many a young teacher has most conscientiously inflicted severe punishments which have filled the scholar's mind with resentment and his own with regretful memories, because he allowed a child to disobey him when he might have avoided the provocation to disobedience. There are some children to whom "thou shalt" or "thou shalt not" should be said as seldom as possible. When a conflict of will arises the teacher must conquer, let him see that the responsibility of needlessly provoking the conflict does not rest with him.

Earnestness always exerts a powerful influence. If the children see that we are earnest about our work, and if we can convince them it is their duty to be earnest about theirs, if, in a word, we can succeed in arousing the conscience of the school we have implanted a true motive for honest work. This is necessarily a slow process and the same result, as far as progress in studies goes, can be brought about much more quickly by a clever system of rewards and punishments, but I submit it is the wiser way and will enable the scholar to do his work better in the wider school of the world.

Cheerfulness is a quality no teacher should be without. But we are only human, after all, and overwork, sickness, or our own individual griefs or troubles, make us depressed or unhappy in spite of ourselves. Good health is a great source of cheerfulness and we should feel it our bounden duty to get well and keep well. A sick man or woman has no business in a schoolroom. But "necessity knows no law." Those who have naturally contented, hopeful temperaments should be devoutly thankful, for children hate melancholy tones and long faces.

But we can in this matter employ outside aids. A sunny room, a few pictures on the wall and flowers in the windows, will work wonders for both teacher and scholar. You will be astonished if you have not tried it to find how soon you can develop a passion for flowers, how much pure enjoyment you can get from watching and tending them. A good story, well told or read will often restore tone to a wearied or fretful school. Every one who has tried it knows that music, too, is one great aid in promoting cheerfulness.

Perhaps the most powerful of all the influences that can be employed in a schoolroom is that of a kindly sympathy. It is very much more easy for some teachers to afford this sympathy than for others. There is in many persons a natural childlikeness. They seem never to have grown out of their childhood, or rather to have taken the most beautiful and lovable of its qualities into their manhood or womanhood. It is one of the things that the cares of this world, or the deceitfulness of riches has never choked in their hearts. Such men and women enjoy nothing so much as a rollicking, romping game with children, and they are never at a loss for something to say to them. And the children know by a sort of instinct when they have met such a friend. This power of entering into a child's feelings is invaluable to the teacher. I have heard a lady say that she always kept her scholars at a distance. I have no hesitation in saying that such a teacher, however clever or conscientious would be to a certain extent a failure. It is a bad thing to want self control, but I, at least, think that a warmhearted though passionate teacher would do far less harm to child nature, than one who of malice prepense separated herself from her pupils by a wall of reserve. See how all young things love to be petted. Let your children come near you, the nearer the better. Do you think the great Teacher made a mistake when he took the little ones up in his arms and put his hands upon them. Did not the loving touch add the efficacy to the blessing. I hope there is no one here so unfortunate as not to be able to number among the most cherished memories of his childhood the unexpected touch of a caressing hand, or the loving tones of an approving voice. Even rebuke and punishment, though perhaps felt far more keenly, never leave behind the same sting when we feel they are inflicted by one who loves us.

How to cultivate this sympathy is a hard question. One way is to be a learner oneself. When we feel that we are often baffled and puzzled by the difficulties we meet in our own studies, we are far more likely to have sympathy with the clever scholar, or the fellow feeling which "makes us wondrous kind" with the stupid one. There would then be no need to advise us not to discourage the dull scholar. His hopeless sadness over an unaccomplished task would awaken other feelings besides those of disappointment and annoyance, and the sudden lighting up of his face when he at last saw that he had overcome his difficulty would not in vain call upon us to share in his pleasure and to give him the much needed word of encouragement.

If possible I think the teacher should often share the games of the children. He would thus have an opportunity of learning their real disposition and character. De-

parity of age and still more difference of sex preclude this sometimes, but at all events we can let the children see that their games are a matter of interest to us, and that we like to see them enjoying themselves.

By keeping an oversight of their sports we would be able to check the beginnings of cruelty, irreverence and indecency more easily than in any other way. Children are often, whether consciously or unconsciously, exceedingly cruel. A strange scholar's life is made a burden to him for the first weeks of his coming to school. Deformity of any kind forms a subject of cruel jests and taunts, while mental derangement is an unfailing source of thoughtless but most unkind merriment.

A lady a short time ago told me that a poor demented creature roaming about the country had been so tormented by school children, that the very mention of the word boys was sufficient to set her in a frenzy. If we in our dealings with the children are uniformly kind, even to those who are unattractive and unlovable, if we deny ourselves the gratification of laughing at their mistakes, and if we show the utmost consideration for those who are weak, either in mind or body, if, in short, we are truly sympathetic we may hope that we will gradually effect an improvement in this matter.

Reverence is a quality which every teacher who expects to raise the moral tone of his school should possess in a high degree. A profound veneration for all that is pure and good, and for Him who is the source of all goodness, forms the basis of every truly noble character. We should be able to recognize the good wherever it is to be found, however mixed with evil, and as one might fancy a miser valuing the roughest piece of quartz for the speck of gold it may contain, so should we esteem the weakest and worst of our fellow mortals for the good that remains in them.

To reverence soul none of God's works, much less one made in His own image, is common or unclean. Now, reverence is taught not so much by words as by tone and expression. But such language is easily understood by children. Religious exercises engaged in in a flippant or formal manner are, I am afraid, worse than useless for the purpose of promoting true reverence. Be reverent, and in time your school will become so, and profane swearing and, what is more common in these days, a careless, irreverent or canting use of sacred words and phrases will be impossible.

Blessed are the pure in heart, said the Saviour of men, and to such He gave the best of all promises. It seems to me that upon us devolves, to an almost fearful degree, the responsibility of keeping the little ones pure in heart. We ourselves must exchange the spotless robe of innocence for the strong armor of virtue, in order the better to guard against the insidious approach of the foe, or to vanquish him after he has gained admission to our little fold. To throw away the figure, for this is a subject that demands plain speaking, we must be watchful, wise and energetic, in order that innocent children may not learn from corrupt ones lessons which will do them infinitely more harm than all the learning of all the schools can do them good.

But let us not forget that our own lives are epistles known and read of all men, and that precept here is absolutely worthless and worse than worthless without practice. And now in passing I will just refer to the influence children have over one another. Do we make enough use of it as a power in the school? Could we not obtain more help from it than we do? I think so, but I must leave it to others to enlarge upon the subject. To return to the teacher. His influence extends far beyond the doors of the schoolhouse. He is a welcome guest in every home in the settlement in which he lives. He may and ought to be the valued friend and companion of the young people of the neighborhood. In every organization for self-improvement, moral or intellectual, he is expected to take a prominent part. If he be a warm-hearted, thoughtful, earnest man, the moral tone of the whole community will be raised. On the other hand, if he be idle, dissipated and unprincipled, whatever social talent he may possess combines with the prestige his position gives him to render him a dangerous member of society. To illustrate: I met lately a fine lad of about sixteen years of age. When I found out who he was and where he came from, I, as is the manner of the craft, asked what sort of a teacher — whom I had known as a clever though somewhat boisterous student a few years ago, was. The boy's face brightened, and in a tone which evinced any amount of loyalty and admiration, he said, "he is a splendid teacher." I do not know, but were I a trustee, I would value that boy's recommendation so given above that of the inspector, or even the superintendent himself.

Now, is it possible, think you, to overrate the influence of that man, with his power of eliciting the sympathy and winning the affection of others?

I have alluded particularly to men, but not because I undervalue the influence of my fellow-teachers of my own sex. In many respects, and those not the least important, a woman exercises a stronger influence in the settlement than a man. If she is vain, frivolous and selfish she can, without, perhaps, meaning to do so, create a great deal of ill-feeling and jealousy, and I do not see how it is possible for such a one to do any good; but if she be a true-hearted, loving woman, the young people of both sexes will be better for associating with her. I have dwelt on this part of my subject, not so much because I doubt the fitness of the great majority of the teachers for the position they fill—on the contrary, I know that among them are to be found some of the noblest and best men and women of our fair little Island—as that I know, and most of you know, too, that there is great room for improvement in the morality of our Province.

Let us see to it, that we do our utmost to make the rising generation purer, truer and stronger than the present. I have