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NEW SERIES.

CHARLOTTETOWN, P. E. ISLAND, MONDAY, OCTOBER 14, 1889.

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ALMANAC FOR OCTOBER, 1889.

MOON'S CHANGES.  
First Quarter, 1st day, 9h., 20.6m., p.m., S. W.  
Full Moon, 8th day, 9a., 13.3m., p.m., S. E.  
Last Quarter, 16th day, 8h., 25.0m., p.m., N. E.  
New Moon, 24th day, 10h., 13.4m., a.m., S. E.  
First Quarter, 31st day, 4h., 18.1m., a.m., N. below horizon.

DAY OF WEEK	Sun	Moon	High	Day's
	ris	ri	water	len
	h m	h m	h m	h m
1 Tuesday	6 35	3 36	1 23	2 32
2 Wednesday	5 34	2 22	3 41	2 29
3 Thursday	6 32	3 11	5 8	2 26
4 Friday	8 30	3 51	6 38	2 22
5 Saturday	9 28	4 19	7 53	1 19
6 Sunday	10 26	4 51	8 48	1 16
7 Monday	12 24	5 11	9 32	1 12
8 Tuesday	13 22	5 40	10 7	9
9 Wednesday	14 20	6 10	10 46	6
10 Thursday	16 18	6 26	11 19	2
11 Friday	17 16	6 53	11 5	10 59
12 Saturday	18 14	7 23	11 28	56
13 Sunday	20 13	8 0	1 3	53
14 Monday	21 11	8 40	1 43	50
15 Tuesday	23 9	9 29	2 27	46
16 Wednesday	24 7	10 15	3 10	43
17 Thursday	25 5	11 24	4 38	40
18 Friday	27 4	12 11	5 43	37
19 Saturday	28 2	0 2	6 56	34
20 Sunday	29 0	1 31	7 56	31
21 Monday	30 4	2 42	8 44	27
22 Tuesday	31 5	3 52	9 24	24
23 Wednesday	32 5	5 10	4	21
24 Thursday	34 5	6 17	10 41	18
25 Friday	3 50	7 33	11 20	15
26 Saturday	36 48	8 50	morn	12
27 Sunday	38 47	10 5	0	9
28 Monday	39 45	11 17	0 45	6
29 Tuesday	41 44	12 19	1 31	3
30 Wednesday	43 43	1 11	2 27	0
31 Thursday	6 45	4 9	1 53	3 9 57

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1889

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One of these vessels will leave Boston for Charlottetown EVERY WEDNESDAY, at Noon, and Charlottetown for Boston, EVERY THURSDAY, at six o'clock, p. m.

Excellent Passenger accommodation. Low rates. FARES—First-class Passage Berth in well-furnished Cabin, \$6.50. Steerage Cabin, \$2.00 extra. Lowest Rates for Freight, which is always carefully handled.

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October 11, 1889—1w

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Charlottetown, Oct. 9, 1889—2aw wky

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GENTS' FURNISHINGS A SPECIALTY.

D. A. BRUCE, Merchant Tailor.

Ch'town, Sept. 28, 1889—cod & wky

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### Custom Clothier,

—HAS ON HAND AND TO ARRIVE—

A NICE ASSORTMENT OF SUMMER CLOTHS, WHICH WILL BE MADE UP IN THE LATEST STYLES.

Those in need of Shirts, Collars, Cuffs, Ties, Underwear, Hats, &c., &c., should certainly call and see the Bargains we are giving in our new quarters, Next Door to J. D. McLeod's Grocery Store, Upper Queen Street.

### P. J. FORAN.

Charlottetown, June 14, 1889—cod wky

### "Our Girls."

A PAPER READ BEFORE THE TEACHERS' INSTITUTE, BY EMMA BARR, PRINCIPAL OF PRINCE STREET SCHOOL.

On the morning of every school day there enters the public schools of Prince Edward Island almost as great a number of girls as boys. Each previous year, at our conventions, we have given boys our special attention. I think it but fair that we should now consider our girls, and ascertain whether or not we women teachers are doing or being all we can, so that in the days to come, when the great lists are made up, there may be found among those taught by us "of honourable women not a few."

While the sight of a large number of children of either sex is always an impressive one, yet the sight of a large number of girls about leaving school is especially so to one at all thoughtful. We can but say, as they leave us, year after year, "Grant Heaven, that early love and truth may never wholly pass away."

Unless a woman is very apathetic, she tires of the endless satire on the novel-reading, piano-playing girl; or the girl who can quote Latin or French readily, but who has no knowledge of the duties of everyday life; and is glad to know that each of these represents a very small class, that most women are possessed of as much common sense as their brothers, and that if well guided and trained to habits of self-dependence, they are equally able to fight the battle of life.

It goes without saying that all assembled here place a high estimate on the value to the world of a pure, refined, educated womanhood; that all have their ideal lady, or, to use the old word, gentlewoman. This is neither a Mary Queen of Scots, with her wonderful beauty, nor a great Elizabeth with her scholarship, nor a George Eliot with her literary genius;—none of these. Each has her own pattern of noble womanhood—one possessing great talent, another very little; but all are those "who have nailed all to the cross and lost themselves in the love of their kind." I know, too, there is nothing that will make a woman wish for larger, nobler life for herself and a greater self-control than to feel that she is surrounded daily by those whom she must influence for lasting good or ill.

"Our girls"—we must take them as they are—and standing as I do in the halls of this girls' school every day, I thank God for all that they are—docile, happy, healthy, bright, and anxious to please. They come to us at five or six years of age from homes where they are well-beloved and their material interests at least carefully guarded. You may have noticed that little girls are happier in their first days of school life than boys; their powers of observation are stronger, and they use them more. The something called *manner* in a child at first attracts our attention; we can at once know the surroundings of his home-life and what his mental attitude towards his fellows. If too self-conscious, shyness or awkwardness will appear; if he thinks the world and all that is in it was made for him, he will show that also. We will all acknowledge that there is nothing more unpleasing in a girl than boisterousness of manner, nor nothing more provoking than to hear her speak in fretful, nasal tones, using slang expressions. If the girls have good manners, the boys are sure to have them too; therefore, I think that we teachers ought to be ever watchful in this direction. One of the most cultured women of our time writes on this subject: "Burke said that manners were more important than laws; manners are what vex or soothe, corrupt or purify, exalt or debase, barbarize or refine us by a steady, uniform, insensible operation like the air we breathe." Commenting on this she says: "He did not mean the manner of the fashionable men to the beautiful women, nor alone the polished etiquette of the drawing room, but the habitual manner of the fortunate to the unfortunate, of the poor to the poor, of the doctor to his patient, of the landlord to his tenant, of one old woman to another old woman, and of the universal courtesy of man to woman. In short, the making people whom we meet as happy as possible, forgetting or repressing ourselves, gives us a claim to be called the possessors of good manners."

You will agree with me when I say that the atmosphere of that school whose teacher is not courteous, who has no self-control, will not be healthful to the growth of courtesy or self-repression. Will my sister teachers forgive me if I say that I believe we too often, in common with our sex, confound reproof with scolding, and so do much to retard what we wish to develop. We must acknowledge that women have an inclination to scold. Solomon, you remember, expressed a preference to dwell in either the corner of a house-top or a wilderness than to dwell within the reach of an angry woman's tongue. We notice merry groups of girls, and are delighted to hear their happy voices; in contrast, to hear some older women talk in the high key that indicates a perturbed spirit is not pleasant. But if another scold at home, and the teacher scold in the school-room, the bright suppression of scolding women will go on forever. In spite of annoyances, failures and overwork, let us aim at cheerfulness of manner and kindness of tone, which are powers everywhere recognized. Let us notice how our pupils behave to each other, their attitudes, their manner of entering and leaving the room, remembering that often these little things are left solely to the teacher; let us keep back, if possible, the forward, encourage the shy, and endeavor to make the awkward feel less ill at ease.

It is very important that a girl should be taught to speak well. It is delightful to hear a woman speak in a clear, natural manner, with modulated tones. What a contrast to the bird-like chirp and mangled words of one trying, as the children say, to "act the lady." "The soft, low voice, an excellent thing in women," is not to be

stable; but there is no reason why a sensible woman should think, because her voice is low, it must also be so indistinct as not to be heard at any distance if she speak in public. We can do much towards improvement in this respect, besides being careful of our own manner of talking, by being watchful in the reading class of the vowel sounds, of change of tone, of the local mispronouncing of words, of draws peculiar to a family or families. The use of slang or vulgar sayings by a teacher is more unpardonable than the use of false syntax. Custom has given boys a license with speech which is fast being taken by the girls. I read in an educational journal lately the opinions of a prominent professor on the subject of pure speech; he hoped that the universities would guard its interests, and thought that eventually it would come down to the common schools. It may be seen at a glance that it is the other way we must look for reform. If we express our thoughts in pure simple language, avoiding exaggerations and abundant superlatives, we will do much to counteract the effect of such expressions as "awfully jolly," "simply immense" which the girls hear on all sides from those from whom we might expect better. But you will think as you hear all this, that I am putting the effect before the cause; that correct speech and womanly deportment are but the results of a true education. I grant all this. Conventional refinement may for a time conceal vulgarity of nature and the lack of genuineness; but the manners which we ought to strive for may not be taught as a science or art despite the prominence given them in a boarding school curriculum. "Manner and speech are only for the eye and ear; we are not content with pantomime; we want real relations of the mind and heart; we want knowledge, we want virtue."

The day is forever gone when there is any longer a doubt that a girl has equal rights with a boy to the education of her highest faculties. That has all been proven long ago. Yet there are many to-day who think working, sewing, and domestic economy should have uppermost places in the school course; they complain that our schools, instead of helping a girl to use her hands, hinder her from using them. "Why should a girl study Latin, French and Mathematics, if she is not going to be a teacher and make money by her knowledge," is a question we have to answer too often. It never occurs to the questioner to ask why teachers are required to know what seems to some so useless. Would it not be well to ask whether any girl who successfully has prosecuted her studies in the public schools, has not acquired habits of industry, patience and perseverance in hard work which will remain with her always, and which she could have acquired in no other way. But there may be silent influences at work in our schoolrooms which tend to undervalue the ability to perform the every-day duties of a woman's home-life. There are some, who instead of regarding acquired knowledge as a rich armoury and treasury for the glory of the Creator and the embellishment of life, use it as a tower from which to look down on others. Perhaps unconsciously we cause girls to whom Geometry and advanced Arithmetic are sealed books, to feel that they are failures. Let us impress on these girls the fact that there are "diversities of gifts," all of which are equally necessary to the well being of society, and that it is just as highly praise to have it said "she looketh well to the ways of her household" when it is said, as that "she openeth her mouth with wisdom,"—and that these two statements may be truthfully said of one and the same woman. We can do much by word and action to show the difference between a drudge and one who glories in being called a working woman, and that the work a woman is fitted by God to do, whether in the kitchen, parlor, shop or school-room is the work respectable for her to do. By and bye, when we call that society "good" in which "sense, simplicity, knowledge and thorough good meaning abide," we will find more who are willing to be trained to manual work or the work they can best perform, because they will not then be excluded from mingling with those whom they recognize as their equals. Let us teach our girls to observe the laws of health. We must enforce the truth that, despite all the tennis-playing, rowing, walking and other exercises which have done so much for the women of the past twenty years, women are the weaker vessels; that their brain and nervous systems are more finely organized than those of the boys with whom they compete in their classes; and consequently should be more carefully treated.

Music is a subject taught in our schools and there is no more popular with girls. I fear, however, that many who do not sing, and who cannot teach the grammar of music, neglect it altogether. Let us have singing in the schools by all means. Would you not like to think that every morning there were, going up from the schools of our sea-girt home from North Cape to East Point, hymns of praise to the great Creator of Moore's "I'll sing, O God," Pope's universal hymn, Sarah Adams' "Nearer My God to Thee," Charlotte Elliot's "My Will be Done" voice the sentiments of all who adore—no matter if what creed. Let us look to the songs sung in our schools. Have you noticed the melancholy songs now so fashionable? No wonder that the college boys brought in their songs; they do much to convince the world that joy, god-fellowship, love, youth and faith are still with us.

Not long ago, in company with several other teachers, I was present at a big assembly where the singers sang songs to us most dirge-like in character. These were sweet and beautiful, but we must teach songs in the school-room that incite to high and noble endeavor, songs of patriotism and freedom, songs of home, which, though forgotten for a little, will certainly come back on the waves of memory and make many anxious to fulfil the promise to do well given in truth to those whom "here we see and work." There never was a

time when so much attention was given to voice culture as the present, and all who have sensitive ears offended by the harsh sounds called music are glad of it. But like every good thing it may be overdone; it is so natural that a girl who has spent hours in endeavoring to trill and to reach the high notes, should, when left to herself, choose her song with a view to show the result of her long and careful practice and thus lose sight of the main object of music. I think we should encourage the girls who have not the advantages of a musical training but who have voices attuned to sing, to use these voices, telling them that to the woman who wishes to increase the happiness of her world there is no more powerful aid than the gift of song. Songs which children love, which soothe the sick and the dying, are simple songs, are easily learned and appeal to the heart as well as to the ear.

Girls and boys will read story-books, will use their imaginations, no matter who cry out against their following their inclinations in this respect. We are glad to notice such publications for girls as *Atlanta* and the *Girls' Own*, and hope the day will soon come when they will be within the reach of all. There is much we might do to prevent the forming of depraved tastes if we would seek to guide the home-reading of the girls—if we would recommend to the younger girls such books as *Louise M. Alcott's*, *Mrs. Whitney's*, and *Marie Edgeworth's*; to the older pupils *Dickens' David Copperfield*, *Little Dorrit*, *Old Curiosity Shop*, and many others of like kind. We have never closed any one of these books without feeling a desire to be more unselfish to be true women. Then why not lead out pupils to the source of so much happiness, whose effect is so good and beautiful. In this way we are enlightening and elevating the moral nature which is the one thing to be accomplished, supposing all else be neglected.

Without lecture or sermon, or cant, or intruding any religious opinion peculiar to ourselves, we must show that truth and purity and the reliance on Him who alone is able to help to keep those, are the priceless possessions which, if a woman have not, she is like a ship without a pilot on the great sea of life.

In looking back over what I have too hastily written, I see I have not said what I would like to have said; but, if any thought given here will make the school life of even one girl happier, better and more useful, I shall feel satisfied that my paper has not been in vain.

In conclusion, I would like to say a word to the women teachers in the country districts, if there be any here. While I do not think your work more arduous than that done by us in town or city schools, you have not the sympathy which is given to one another by teachers in graded schools. There is a loneliness sometimes and a temptation to go with the tide of popular feeling, whether or not it be for the highest good of the children in charge. Let us resist all these, and steadily endeavor to follow the aims and fulfil the high resolves of the early days of our chosen life-work—remembering that

No stream from its source  
Flows seaward, how lowly soever its course;  
But what some land is gladdened, no star  
Ever rose or set without influence somewhere;

No life can be pure in its purpose and strong  
In its strife, and all life not be made purer  
and stronger thereby.

The largest, best and cheapest stock of Boots and Shoes ever shown on P. E. Island is now showing at the Dominion Boot and Shoe Store.

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Blood Diseases are cured by the persevering use of Ayer's Sarsaparilla.

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"Last May a large carbuncle broke out on my arm. The usual remedies had no effect and I was confined to my bed for eight weeks. A friend induced me to try Ayer's Sarsaparilla. Less than three bottles healed the sore. In all my experience with medicine, I never saw more

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"I had a dry scaly humor for years, and suffered terribly; and, as my brother and sister were similarly afflicted, I presume the malady is hereditary. Last winter, Dr. Tyson, (of Fernandina, Fla.) recommended me to take Ayer's Sarsaparilla, and continue it for a year. For five months I took it daily. I have not had a blemish upon my body for the last three months."—T. E. Wiley, 146 Chambers st., New York City.  
"Last fall and winter I was troubled with a dull, heavy pain in my side. I did not notice it much at first, but it gradually grew worse until it became almost unbearable. During the latter part of this time, disorders of the stomach and liver increased my troubles. I began taking Ayer's Sarsaparilla, and, after faithfully continuing the use of this medicine for some months, the pain disappeared and I was completely cured."—Mrs. Augusta A. Furbush, Haverhill, Mass.

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