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NEW SERIES.

CHARLOTTETOWN, P. E. ISLAND, WEDNESDAY, OCTOBER 13, 1886.

VOL. 19.—NO. 112.

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. 21.1m., p. m., S.
Full Moon 12th day, 11h. 11.4m., p. m., S.
Last Quarter 20th day, 10h. 28.3m., a. m., S. W.
New Moon 27th day, 3h. 3.0m., a. m., N. E.
(below horizon.)

DAY OF WEEK	Sun	Moon	High	Low
	h m	h m	h m	h m
1 Friday	6 34	36 10	11 0	32 11
2 Saturday	5 34	11 10	1 14	29
3 Sunday	6 32	15 1	1 50	26
4 Monday	8 30	1 8	2 48	22
5 Tuesday	9 28	1 54	3 49	19
6 Wednesday	10 26	2 35	5 0	16
7 Thursday	12 24	3 9	6 15	12
8 Friday	13 22	3 41	7 21	9
9 Saturday	14 20	4 10	8 13	6
10 Sunday	16 18	4 37	8 53	2
11 Monday	17 16	5 2	9 33	59
12 Tuesday	18 14	5 23	10 9	56
13 Wednesday	19 13	5 30	10 39	53
14 Thursday	21 11	6 43	11 13	50
15 Friday	23 9	7 3	11 48	46
16 Saturday	24 7	7 37	12 24	43
17 Sunday	25 5	8 20	1 2	40
18 Monday	27 4	9 12	1 46	37
19 Tuesday	28 2	10 10	2 37	34
20 Wednesday	29 0	11 15	3 41	31
21 Thursday	30 4	12 15	4 50	27
22 Friday	31 5	0 24	6 30	24
23 Saturday	32 3	1 36	7 43	21
24 Sunday	31 2	2 51	8 52	18
25 Monday	35 0	4 0	9 29	15
26 Tuesday	36 48	5 17	10 13	12
27 Wednesday	38 47	6 36	10 53	9
28 Thursday	39 45	7 48	11 23	6
29 Friday	41 44	8 57	12 0	3
30 Saturday	43 43	10 0	12 9	0
31 Sunday	45 42	10 58	0 52	9 57

James Paton & Co.

GREAT SALE OF SHIPWRECKED DRY GOODS,

COMMENCING ON—
FRIDAY, SEPTEMBER 24th.

THE Goods are all in good condition and will be sold as noted below:—

1,200 yards	Scotch Mixed Dress Goods,	worth 25 cents,	now 17 cents.
240	Black Cashmere,	60	42
900	Colored Persian Cord (double width)	30	21
1,200	Black, All-wool Cashmere, worth	65	50
300	Black Union Cashmere,	29	21
300	Gray Alpaca,	20	14
480	All-wool Serge Dress Goods,	24	19
300	Mantle and Ulster Cloths,	\$1.60	\$1.00
850	Sateen Dress Goods,	20	15
1,200	Princess Dress Goods,	26	19
300	Plaid Dress Goods,	13	9
1,000	Colored Velveteen,	85	65

Also—A Job Lot of Colored and Black PLUSHES, suitable for Trimming and Fancy Work—a desperate Bargain—only 85 cents a yard.

We will show these goods on tables in centre of store.

COME AND SEE THEM.

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MARKET SQUARE.

Ch'town, Sept. 20, 1886.

SPECIAL.

We must make room for fall goods, and to do so, will clear out at prices that must sell them, all remains of summer stock. ECONOMICAL buyers will do well to call at once, and secure the bargains we are offering, in ends of silks, dress goods and cotton goods. Our prices for cotton flannels, all-wool flannels, gingham, etc., must please you. Call and see them for yourself and save money by buying at once.

BEER BROS.

August 17, '86.

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Ch'town, Sept. 11, 1886—1m eod

Boots, Boots.

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FALL BOOTS

—AT—

DORSEY, GOFF & CO.

Ch'town, Sept. 2, 1886.

Drawing in Public Schools.

PAPER READ BEFORE THE TEACHERS' ASSOCIATION BY MR. HENRY GREEN, MASTER OF ST. PETER'S BOYS' SCHOOL.

National Art Education has come to be regarded as of great importance, socially, educationally and commercially, and combined with its twin subject 'scientific' education, it forms the secondary or technical education of the working classes—just in the same way that law, medicine, theology or arms form the secondary education of the upper classes. By the term "technical education," I mean education in art and science so far as it can be carried out in public schools.

It is well known, and I think, generally accepted that the most scientific nation will always be the strongest and the most artistic nation, and the wealthiest in the world. The English nation is preeminently a scientific nation, but it is not an artistic nation. And why? Because it has not received the attention that such a subject requires. Until recently the English Government has had a science and art department separate and distinct from the educational department. Grants of public money were awarded to schools upon the results of a yearly examination; but there was so much friction between the working of two departments—art education being optional and at best ill-paid, while other branches were perhaps too rigidly exacted—that few teachers cared to take it up; and in comparatively few schools was it carried out with any degree of success. Within the last eighteen months, however, the English Government has aroused from its former lethargy, and the subject of drawing has been transferred to the educational department. A much higher grant has been offered; in importance it has been classed next to the "3 R's"; every school will be obliged to take it up; and every child in the United Kingdom will have the opportunity of learning the elements of drawing. There are many reasons for this sudden change, which, however, I cannot at present go into fully.

It is well known that in the large tailoring establishments of London and other cities, tailors from Germany and France are rapidly displacing English workmen. Why? Because German tailors are better educated. France leads the fashion; and an English clothing establishment of any pretensions contains its quota of foreign assistants. The reason is, because that in most European countries art is one of the principal branches of a school course.

I have read that in the great London Exhibition of 1851, an Englishman pursued his way with a bowed head and sense of shame—not from any inferiority in scientific displays of machinery, apparatus or inventions, but from inferiority in art and design. The materials of our manufactured goods were the best the world could supply; the workmanship equal to that of any country; but the taste and design, in form and color, were almost barbarous. England is compelled to acknowledge, with a sense of shame, that her foreign trade is rapidly diminishing. Some few years ago there were several branches of industry of which she had the monopoly. Now it is found that many nations have excelled her in workmanship and taken away her trade. Of these I will detail one with which I am quite familiar.

The town of Bradford, in England, is the centre of the dress manufactory. Nearly twenty years ago a prominent teacher of drawing in that place made great efforts to raise the standard of art and design amongst the young men who were entering upon the business. He pointed out that the future prosperity of the trade depended upon a better technical education. His efforts met with little success; people listened incredulously, as though he was riding a harmless hobby to death. Finally he left England for the more appreciative sphere of America. I refer to Prof. Walter Smith, whose name is well known here. For a few years after his departure the trade flourished. It was soon found, however, that some continental nations, and also the United States, could produce dress goods equal to Bradford goods in workmanship, while in design and color they were far in advance, and the trade rapidly diminished. The leading townsmen held meetings, and after much discussion it was agreed that the trade could only be brought back by a better technical education. At a very large cost they built a Technical College, where designing forms the principal element of instruction. The Prince and Princess of Wales opened it. The latter by wearing dresses only of Bradford manufacture, assisted for a little while the trade, though they were soon abandoned for the more popular and more varied foreign goods. The College, though open only three years, is beginning to show its effects in a better trade under the able management of its chief director.

And who is this chief director? Some may ask? None other than Prof. Walter Smith whom, after an absence of 12 years, they were only too glad to invite and welcome back again.

Parents have said to me in Charlottetown that drawing is all very well for girls, but for boys it is simply waste time. Let us take a few examples and see if it is waste time. Take for instance clerks. Every one knows that in the largest counting houses in London and elsewhere German clerks are largely employed, and why? Because they are better educated, that is, fitted for the work before them. They usually speak three languages, have a better knowledge of book-keeping, and are fairly good draughtsmen; hence they are preferred by employers. As I have said before there is distress amongst tailors. The foreign tailor is taught practical geometry, freehand drawing and anatomy. Technical schools abroad are such that they run concurrently with apprenticeship, so that they more quickly become better workmen. Take the carriage-builder. England once had an extensive foreign trade in carriages—exporting, in fact, to all parts of the world. The trade is gone. Why? Be-

cause the foreigner, thanks to his technical education, has proved superior merit. I am told that there is scarcely a carriage-builder in this city who could draw out a plan of a carriage or make one from a plan. Take a joiner. There is scarcely an article of even common kitchen furniture made that has not first to be marked out in pencil. This requires a knowledge of drawing to scale and the use of compasses. And if this is required for common work what must the finer kinds require? No one would put an inexperienced hand to work with mahogany or other valuable material.

It is plain then that the man, whose eye as well as his hand, is trained most accurately, will be the most prized workman and command the best position and salary. I believe the finer kinds of furniture are imported to this Island from Boston and other places. This ought not to be the case. Again, the stone mason marks out his stone before he cuts it. A beautiful design on a tomb stone must be first drawn on paper and then marked on the stone. The machinist must draw his engine on paper before the several parts are made and put together. Every machinist and engineer must have a knowledge of mathematical instruments. And the magnificent steamships of the present day are surely not constructed without very elaborate plans. To the gardener freehand drawing is invaluable. Anyone who has admired the beautiful gardens around our Parliament Building must confess that designing is a useful art in marking out the different patterns of the beds, and arranging the various hues of the flowers. I believe the designer of the world-famed Crystal Palace, near London, was a gardener.

To deal with every trade would take up too much time. It will be seen that they all require more or less skill in drawing. Sooner or later this technical art must be learned. If in school, the more quickly is proficiency and a good position attained; if not in school, the apprentice is delayed in learning properly his business and an inferior position and small earnings are the result. To every one who intends to deal with machinery or implements I would say—learn drawing if possible.

In this sketch I have not said a word about painting or sketching. These are not necessary to the poorer class and I am dealing only with that which is essential to the workman as, perhaps, reading or writing. Though, in respect to painting, I do not think Prince Edward Island need be ashamed of the fact that it has produced, at least, one artist worthy the name. Every painter does not rise to the position and skill of Mr. Robert Harris, yet, who can tell that there are not even now in our Island schools, children who may yet rise to occupy the prominence attained a former Charlottetown boy.

I have purposely omitted to point out any advantage to the children of wealthy parents, who are able to obtain a technical education if it is required. My remarks apply only to those who are not able to send their children to the elaborate schools of Boston or New York.

I might fill a paper alone on the advantages of drawing, even to those who do not intend to deal with machinery or buildings. Any one and every one, when visiting, perhaps, another city or an exhibition, or even in shop windows, might see some article, useful or ornamental, which strikes the fancy. From a rapid outline sketch on paper, a duplicate of the article might be obtained when it might not be possible or convenient to purchase the article. The pleasures derived from the ability to sketch from nature is beyond the limit of my space or purpose.

In school, the subject of drawing is, perhaps, the most interesting in the educational course. Children, whose brains are weary with studying grammar, arithmetic, euclid, algebra and other difficult branches are quickly reinvigorated when some symmetrical form is placed before them to copy, or instruments are in their hands to work out a geometrical figure. School life to our young ones is a bore. They get tired of the monotonous drudgery of learning to read and to spell; they need at least one interesting lesson. Some few children, though very few, may take an interest in a particular subject such as history or geography; but my experience is that every eye, whether bright or dull, active or weary, instantly sparkles when the drawing lesson begins. Only those teachers who have tried it know the value it has in arousing the exhausted brain. Such an interest is taken in it that I have known children too unwell to attend the ordinary routine of school, who have presented themselves at the hour fixed for drawing so that they should not miss the lesson, and left again at its close. Teachers, too, will find this lesson a boon. When the teacher's head begins to ache with the unceasing rise and worry of busy fingers and tongues, this lesson comes like "oil on troubled waters"—a soothing quietness prevails; the children require no urging to keep their attention fixed on the lesson; and I know of no punishment more effective than to prohibit a refractory scholar from the lesson. Parents, also, will soon find its value.

On wet afternoons and long winter evenings, children, instead of turning everything upside down, and making the house a modern Babel, find amusement in reproducing on a slate or paper, the drawing lesson of the day, and not only that done in school, but old picture books are brought out and attempts made to copy perhaps a ship or a dog or other favorite object. So that, if for no other reason than to interest the children, this subject ought to have its fixed hours in every school. How much more so when it is a matter so important both to the future of the children and the future of the country. But some teachers may say: We cannot teach it because we have never been taught ourselves. This brings me to another point. In the P. E. I. school course, I find it mentioned as one of the subjects to be taught in all schools. On the list of subjects taught at the Prince of Wales College, where the teachers are

trained, drawing is not mentioned. How is this? Surely there is a screw loose here. Teachers are to give instruction in four branches of drawing, and yet there is not a place on the island where they can be taught themselves. This is not the case with any other subject in the public school course. Is drawing then so easy that it comes naturally, without trouble or learning, to every teacher? If so, every teacher will undoubtedly comply with the instructions given them. But what is the case? I have yet to learn that there is a single school on the Island where drawing is taught. And whose fault is this? Certainly not the teacher's. Evidently then it must rest with the learned gentlemen who drew up the scheme which, in other points, is beyond reproach. Probably the subject of drawing was to them a matter of importance, such that it could not be omitted from the list. But to put it in practice was a difficulty. They could not devise any scheme by which it might be taught successfully, nor any method for measuring the amount of progress. The whole subject was too complicated, yet it was a debt of honor on their conscience, and they met in a way that was not lacking in morality—they just placed it on the list, and left it there to take its chance—perhaps with a complacent smile at overcoming a difficulty in so practical a way—something like the bankrupt who gave to one of his creditors a promissory note with the self-satisfied remark: "Thank goodness, that debt's paid." The one was probably as useless as the other.

When I first arrived here I asked, where is the Government School of Art? and was somewhat surprised to learn that it did not exist. I do not think there is another country on the globe that has not its School of Art; that does not supply technical education to its teachers; and that does not provide suitable encouragement to its children from the public treasury. In this respect, Prince Edward Island is far behind other civilized nations. The British Government spends very large sums on this subject, and has made provision within the last eighteen months to spend many times more. The Governments of our Colonies—

India, Australia, Cape Colony—all provide for the technical education of the masses. I will quote a few figures which I have copied from the latest statistics. In New Brunswick there are 28,324 children receiving regular instruction in industrial drawing. In Nova Scotia 38 per cent of the children receive similar instruction. The Government of Queensland maintains a School of Art at Brisbane at a cost of \$5,000, besides large sums expended on the public schools. The Technical School at Sydney contains 30,000 feet of floor space, and is about to be considerably enlarged. Last year 2,128 students received at least one course of instruction. Out of 1,000 students in attendance, there were 87 carpenters, 70 teachers, 55 engineers, 37 masons, 31 architects, 28 plumbers, 15 chemists, 22 house painters, 20 draughtsmen, 18 bricklayers, besides representatives from 80 other trades of the city.

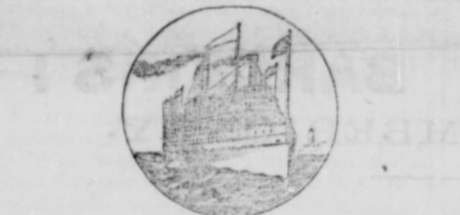
Victoria possesses two schools of mines, and thirty-six schools of design. The former, at Sandhurst and Ballarat, cost the Government \$24,000 a year. The latter are supported, partly by the fees of 4,000 students, and partly by the Government. In the United States there are 9,500,000 acres of land set apart for the maintenance of technical schools alone, besides the preliminary education in the public schools.

To give the exact figures of each country would be both uninteresting and unnecessary. These will show that the sums expended by other nations annually, amount to millions of dollars. This fact alone must satisfy everybody, either that other nations are every year deliberately wasting millions of dollars, or that P. E. Island is being left hopelessly behind in the education of its people. In the United States, I believe technical education is the finest in the world, and I think it is universally acknowledged that the American workmen are rapidly surpassing all other nations in the superiority of their designs and artistic skill.

This is a subject that could be lengthened almost interminably, so I will draw to a close by suggesting a scheme by which it might be taught satisfactorily.

First then,—as is the case with every other county,—the teachers must be instructed. Drawing should be placed on the curriculum of the Prince of Wales College. This could be done in two ways: either by employing on the college staff a professor who could teach other subjects in addition to drawing, or by employing a special visiting master to teach drawing only. The latter is the method usually adopted at the English teachers' colleges. A change might be made in the college time table—for example, instead of requiring teachers to learn six books of theoretical geometry, half that amount might perhaps very wisely be superseded by a corresponding amount of practical geometry. Again, it might be taken in the afternoon, and the present course of instruction would not be interfered with. At the English colleges a special teacher visits two afternoons each week for two hours a lesson, and produced satisfactory results.

The teachers being instructed themselves could then impart instruction to the children. Some teachers may say, perhaps, that they have no interest in drawing. I will point out a simple way of interesting both teacher and scholar. There should be a teachers' examination for a special drawing license, both as a check upon the work done at the College, and on the teachers themselves. In a few years, these teachers only, who have obtained this certificate should be allowed to receive any benefit from drawing. Then there should be a yearly examination in the schools. This might be done easily upon the following plan: Upon a fixed day examination papers should be sent in a sealed wrapper to the Trustees of each school on the Island. There should be a stated time for opening and closing the examination. The papers being worked should be at once returned



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