

THE DAILY EXAMINER.

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NEW SERIES.

CHARLOTTETOWN, P. E. ISLAND, WEDNESDAY, JANUARY 9, 1889.

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ALMANAC FOR JANUARY, 1889.

MOON'S CHANGES.
New Moon, 1st day, 4h, 55.3m. p. m., S.W.,
(below horizon.)
First Quarter, 8th day, 8h., 28.1m., p. m., SW.
Full Moon, 17th day, 1h., 24.3m., a. m., S.
Third Quarter, 24th day, 11h., 44.8m., a. m., W.
(below horizon.)
New Moon, 31st day, 4h., 57m., a. m., N. E.,
(below horizon.)

DAY OF WEEK	Sun rises	Sun sets	Moon rises	Moon sets	High water	Day's length
1 Tuesday	7 50	4 19	7 21	10 39	8 29	8 29
2 Wednesday	50	20 8	20 11	29	30	30
3 Thursday	50	21 9	11	morn	31	31
4 Friday	50	22 9	51	0 9	32	32
5 Saturday	50	23 10	24	0 51	33	33
6 Sunday	49	24 10	52	1 33	35	35
7 Monday	48	25 11	19	2 16	37	37
8 Tuesday	47	26 11	40	3 1	39	39
9 Wednesday	47	27	aft 2	3 56	40	40
10 Thursday	47	30	0 26	4 59	41	41
11 Friday	46	31	0 52	6 8	43	43
12 Saturday	46	33	1 24	7 11	45	45
13 Sunday	46	34	1 55	8 6	47	47
14 Monday	45	35	2 35	8 52	49	49
15 Tuesday	45	36	3 23	9 24	51	51
16 Wednesday	44	37	4 17	10 12	53	53
17 Thursday	43	37	5 17	10 51	56	56
18 Friday	42	39	6 22	11 25	59	59
19 Saturday	42	40	7 24	aft 6	9 1	6 9
20 Sunday	41	42	8 37	0 41	4	4
21 Monday	40	44	9 47	1 18	6	6
22 Tuesday	39	45	10 57	2 0	8	8
23 Wednesday	38	46	morn	2 45	11	11
24 Thursday	37	48	0 8	3 44	13	13
25 Friday	36	49	1 21	4 58	16	16
26 Saturday	35	50	2 35	6 23	18	18
27 Sunday	34	52	3 48	7 41	20	20
28 Monday	33	54	4 59	8 45	22	22
29 Tuesday	32	56	6 3	9 39	24	24
30 Wednesday	31	57	6 58	10 27	26	26
31 Thursday	7 29	4 58	7 43	11 10	9 29	9 29

SPECULATION.

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Banker and Broker,
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Charlottetown, Nov. 21, 1888—2aw & wky

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JANUARY 8th.

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jan8—dy.

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nov10—ly dy

THE DAILY EXAMINER.

JANUARY 9, 1889.

A Special Train.

The following correspondence speaks for itself:

JANUARY 8th, 1889.
Hon. John Haggart, Postmaster General, Ottawa:

Great dissatisfaction here over delay in mails. Yesterday's mail lay forty-four hours at Georgetown. The dispute over the mails, were assured last year, would not occur again, but now a standing quarrel is being established with the Province. Board of Trade meets to-morrow evening. Hope favorable reply for meeting.

D. FERGUSON.
OTTAWA, Jan. 8.

D. Ferguson, Provincial Secretary:

Have given instructions to have special train to meet Stanley on its arrival.

JOHN HAGGART.

We regret that this concession was not made earlier in the season. It is neither right nor expedient that the special train, which is required, should be withheld every year, and not placed at the disposal of the Post Office Inspector here until after a storm of popular feeling and denunciation has annually been evoked. Sincerely we hope that it will not again be withheld until the tunnel has been constructed and trains are running right through.

Until the consummation of the proposed tunnel or subway, a special train will always be needed—or else the time of the regular trains must conform to the arrival and departure of the winter steamer.

On this point the officials at Ottawa had better make their minds up, at once—for all succeeding years.

Canadian Poets.

A WAVE of intellectual activity, chiefly manifested in the production of verse, seems to be passing over Canada just now. The latest, but not the least, among the competitors in the poetic ring, is Archibald Lampman, who, under the quaint title of "Among the Millet," has put forth a volume of poetry, published by T. Durie & Son, Ottawa. The longest piece in the book is the pretty love-story of Nino and Leonora.

Young Nino and Leonora, they had met
Once at a revel by some lover's chance,
And they were young with hearts already set,
To tender thoughts, attuned to romance.

As usual, the course of true love did not run smooth for a time, but the faithful lovers were ultimately re-united, and escaped to sunny Sicily. Another tale is "The Organist," where a musician teaches music to a little wandering wail, and falls in love with her.

So the sweet young maiden filled his heart,
And with her growing grew his art,
For day by day more wondrously he played.

She married another, however; as he blessed her and let her go, and die! There are some fine and strong thoughts in this poem. An "Athenian Reverie" is of more pretension,—as a classic subject should be,—and one seems to detect in it a gleam here and there of Shelley's "Alastor."

Our new poet does not soar into the stormy regions of passion, but is at home in what we may call the domesticities of nature, the changing hues, the drowsy shadows and cheery sunshine, the blooms of the banks and woodlands, water drops, the grasses and live things of the meadows and streams.

Whatever he sings he sings well. Most of our Canadian poets have an attachment to the sonnet, and many of them are very successful in its polish and structure. Mr. Lampman gives us several, all showing the symmetry and grace that are a feature in this short but difficult form of verse,—all good, excepting one entitled "The Poets," which is in bad taste. The following well-constructed one might have been written in the streets of Charlottetown:

Over the dripping roofs and sunk snow-barrrows,
The bells are ringing loud and strangely near,
The shouts of children dins upon mine ear
Shilley, and like a flight of silvery arrows
Showers the sweet gossip of the British sparrows.

Gathered in noisy knots of one or two,
To joke and chatter just as mortals do
Over the day's long tales of joys and sorrows;
Talk before bedtime of bold deeds that were,
Of thefts and fights, of hard times and the weather.

Till sleep disarms them, to each little brain
Bringing tucked wings and many a blissful dream,
Visions of wind and sun, of field and stream,
And busy barnyards with their scattered grain.

Perhaps we ought not to take public notice of a booklet of verses by Miss J. Elizabeth Gostwycke Roberts, of Fredericton, N. B., but the poems, published for private circulation, are very sweet and womanly. It is rare to find so much cultivated literary talent as in that of the Roberts'. Professor Roberts, of King's College, stands admittedly at the head of Canadian poets; his brother, Goodridge B. Roberts, is editor of the *College Record*, and now, too, the sister Miss Roberts has evoked pleasant strains from the lyre.

SPECIAL TRAIN.—A special train will bring the mails and passengers via the Stanley from Georgetown this evening.

THE STANLEY left Georgetown for Pictou at 3 o'clock this morning and will return at the usual time this evening.

The best anodyne and expectorant for the cure of colds and coughs and all throat, lung, and bronchial troubles, is, undoubtedly, Ayer's Cherry Pectoral. Ask your druggist for it, and, at the same time, for Ayer's Almanac, which is free to all.

Agricultural Chemistry.

SOME time ago the WEEKLY EXAMINER contained a letter under the above heading, from the pen of James D. Dewar. The same letter, this time accompanied by a preface in which the author explains his reason for writing it, has appeared in the *Agriculturist*. The preface was intended, doubtless, to add greatly to the importance of the letter. It does increase its length considerably, but in other respects the letter is, if possible, of less value than it was without the preface. The writer seems to think that there is something radically wrong with our school system. He is of the opinion that "the mania for classical education is going too far above our means, to the neglect of something more remunerative." The something more remunerative, he thinks, is agricultural chemistry, which, he claims, is shamefully neglected in our public schools.

His subject is one of great importance, and is well worthy of the careful consideration of both educators and tax-payers. It is to be regretted, however, that Mr. Dewar's treatment of it is not worthy of his subject, and, judging by other writings of his which have appeared in print, is not worthy of himself. He speaks with such indebiteness and brings in so many things that have no connection with the subject or with each other, that it is difficult to gather his meaning from the fragments of which his communication is composed. For instance, his remarks on what takes place when a teacher is about to leave a district, as well as what he says concerning school examinations, the giving of prizes, etc., would have just as much point had they occurred in a dissertation on the cosmogony of the universe, as they have in his article.

That a classical education "drives our sons and daughters away from the farm" is a statement which, to say the least of it, cannot be accepted as true, simply because Mr. Dewar asserts it. He, I think, would find it somewhat difficult to show that there is any necessary connection between a classical education and a distaste for farm life. If none were to leave the farm save those whom a classical education drives from it, we would not be "at our wits' end for help to prosecute farming operations." A little observation will, I think, reveal the fact that this distaste for farm life, of which we hear so much, has really no existence. It is true that many of our sons and daughters leave the farm; but it is necessary that they should leave it. The average farmer is not able to give each of his sons a farm on which to settle; nor is he rich enough to make provision for his daughters. But he does what he can. He is aware that—to use Mr. Dewar's words—"all trades and professions are the essentials of communities." He is aware, also,—as Mr. Dewar does not seem to be,—that it is not best that all his sons and daughters should remain on the farm. He therefore keeps as many at home as he is able to provide for. The others may go away. With a little help from him they generally succeed in earning some trade, or in entering some profession. Those who neither learn a trade nor enter a profession, and who might be expected to hire out as farm help, generally go away and try their fortunes elsewhere. But it is not a "mania for classical education" that drives them away. It is not even a distaste for farm life. Nor is it because their education has been neglected in the matter of agricultural chemistry. They go away simply because, having their labor to sell, they wish to dispose of it in the highest market. They have no distaste for farm life; but I must admit that many young men have a most decided distaste for working twelve to fifteen hours a day at from eight to twelve dollars a month; and that girls are not content with the wages they receive here, when they know that they can do much better elsewhere. The reason Mr. Dewar gives why farm help is scarce is so far-fetched as to be ridiculous. But, despite its absurdity, it has become quite the fashion to attribute the scarcity of farm help to a mania for classical education.

There is no mania for classical education apparent on this Island. The colleges to which our students go require some knowledge of Latin and Greek in those who matriculate. If the students did not possess the required knowledge they could not enter those colleges, and thus all the learned professions would be closed to them. Unless this be a desirable thing, it is necessary that Latin and Greek should be taught somewhere. All, or very nearly all, the Greek now taught on the Island is taught in the Prince of Wales College. It would be well, I believe, were it the same with the Latin. The only difference of opinion, however, among those who have given this matter any thought, has reference to the place Latin and Greek should occupy in our schools. That it should occupy one place all are agreed. Surely Mr. Dewar does not think that the proper way to keep our sons and daughters on the farm is to place a higher education beyond their reach. He surely would not propose to confine them to the farm, as these are sometimes confined to a pasture, by clipping their wings. If such a policy as that were adopted, the Island would send, it is true, fewer students to the colleges abroad, to win for themselves the means of entering honorable and lucrative professions—of becoming our clergymen, our doctors and our lawyers—but it would for that very reason, send a larger number, even than it does now, to compete with Chinamen and Italians in the over-crowded labor markets of the United States. It is quite evident, I think, that what Mr. Dewar calls the mania for classical education has not gone far enough. It is evident, also, that what Mr. Dewar calls agricultural education has not gone far enough. But there is no antagonism between the two; and he who, as Mr. Dewar does, to make them antagonistic, injures rather than advances the cause of agricultural education.

Mr. Dewar recognizes clearly, as who does not, the importance of agricultural

(Continued on fourth page.)