

The Weekly Examiner
Published every Friday
ING'S BUILDING, CORNER OF WATER AND GREAT GEORGE STREETS, CHARLOTTETOWN, P. E. I.

ALMANAC FOR FEBRUARY, 1881.
MOON'S CHANGES
First Quarter, 6th day, 8h. 42m. p. m. S. W.

Table with columns: DAY OF WEEK, Sun (Sun), Mon (Mon), High (High), Low (Low), Day (Day). Rows for days of the week.

Prince Edward Island RAILWAY.
TIME TABLE NO. 15.
Winter Arrangement.
To take effect on the 6th Dec., 1880.

Table with columns: STATIONS, MIXED, MIXED. Rows for stations like Georgetown, Carleton Place, etc.

Table with columns: STATIONS, MIXED, MIXED. Rows for stations like Tignish, Alberton, etc.

L. B. ARCHIBALD, Superintendent.
Railway Office, Charlottetown, Dec. 3, 1880.
THE EXAMINER, WEEKLY EDITION.
TERMS:
ONE DOLLAR A YEAR, (ADVANCE PAYMENTS.)

The Weekly Examiner
PUBLISHED EVERY FRIDAY
A Prohibition to be Removed.
An Order in Council prohibits the importation into the Province of Nova Scotia, Prince Edward Island, New Brunswick and Quebec of live cattle, sheep and swine coming from Europe, except at the ports of Halifax, St. John and Quebec.

Slavery in P. E. Island.
We are favored with the following extract from an old memorandum book of one of the early residents of Charlottetown:
"18th July, 1800.—I was under the necessity of telling my servants, Jack and Amelia to get them to go to Prince Town—that at the end of the year I would give them their freedom, and that they should be well of which I was to be the judge, and that neither Mrs. — or myself wanted them or either of them. I would give them their freedom, and that they should be well of which I was to be the judge, and that neither Mrs. — or myself wanted them or either of them. I would give them their freedom, and that they should be well of which I was to be the judge, and that neither Mrs. — or myself wanted them or either of them."

Their Record.
UNTIL the Grits can erase from the public mind the record of their actions during the last ten years, they must bear the appropriate name of the "Organized Hypocrites." The majority of the people will have a spade a spade. As the things the people will have to forget before the Grit party can get a character for sincerity are many, we can only summarize a few of them. They must forget—
That the Island Grits were opposed (or pretended to be opposed) to building a railway, and were elected to stop it. That, indeed, they built fifty additional miles of railway, and that they were afterwards converted into Confederates in a night. That they said the first terms of Union with P. E. Island were just and liberal, and the best that could be got. The Conservatives were not better terms to the value of \$25,000 a year, and the Grits now blame the Conservatives for not getting more.

Canada's Hudson Bay Route.
In the excellent speech, delivered a few weeks ago, on the great Railway Contract, by Mr. McLennan, member for Glengarry, attention was called to the fact that the terms had been granted for the construction of a railway between Lake Winnipeg and Port Nelson on Hudson's Bay, with a view to facilitate transport to Europe via Hudson's Bay, should it prove to be navigable long enough each season to warrant the belief that Port Nelson might be made a summer port for the fertile belt. Mr. McLennan's object in dwelling on this matter was to show that the Pacific Railway Syndicate was by no means likely to have things all its own way as to the route to be taken for the people of the North West. The importance of the project of establishing a summer port on Hudson's Bay for Central Canada, if that project is feasible, can scarcely be overestimated. Port Nelson is some eighty miles nearer Liverpool than New York; and is also within about five hundred miles of the very heart of the fertile belt, with long stretches of water communication along several routes leading from the fertile belt towards it. The feasibility of the project seems to depend wholly on the length of time each summer during which Hudson's Bay and Straits are navigable. If, as has been lately stated, the navigation of the Bay and Straits is open and tolerably safe for, at least, five, not to say five and a half months each year, the project will assuredly be realized at an early day. We shall be glad if the forthcoming report from Professor Bell, recently employed by the Dominion Government to gather reliable information on the subject, shall throw clear and satisfactory light thereon.

Education.
REV. JOHN MCKENZIE'S LECTURE BEFORE THE EDUCATIONAL INSTITUTE—SUMMARY REPORT.
NOTWITHSTANDING the storm, an appreciative audience heard the Rev. John McKenzie, of Georgetown, lecture last Friday evening in the Hall of Upper Prince Street School, on the important and interesting subject of education. Dr. Levington occupied the chair; and among those present were the Rev. Dr. Murray, Rev. Donald McNeil, D. Montgomery, Esq., Superintendent of Education, and Donald Farquharson, Esq., M. P.

Compulsory Education and a Reformatory School.
The subject chosen for discussion to-night: The establishment of a Reformatory, or school of correction. It is one that naturally arises where compulsory education is law, but law somewhat in advance of public sentiment among us may be thus accounted for. It is only lately that the State schools have in a large measure replaced private and denominational schools. The change means a good deal, but the schools of the latter class imply that the education of children is entirely the affair of parents or of churches,—that these have the sole say as to what training shall be given; whereas under the former there is a recognized acknowledgment of the State's right of property in the young. On what is the State's claim to this right founded?

The Old Song.
BY ROBERT SHAW.
We sometimes sing the old songs;
What care we for the new ones?
I want to hear that darling tune
That charmed in years gone by.
Come, join the happy chorus,
O! let me hear that old song
Once more before I die.

Railway Troubles.
The annual table published by the Chicago and North-Western Railway Co. for 1880, shows that the total mileage of the United States, and a stock capital of 3,375 miles and a stock capital (in most cases nominally paid up) of \$97,317,700, were sold under foreclosure for the benefit of bondholders whose original loan, without interest, aggregated \$166,500,000. All the larger roads in the list were bonded for two or three times the capital value of the stock, so that the "ownership" of the stockholders was exactly that of a man whose house has a mortgage on it twice as big as his own investment in the property. But one large road, the Atlantic and Great Western, figures in the table of foreclosures, with 512 miles of road, \$68,850,000 in bonds and debt and \$34,675,000 in stock. Only four other roads foreclosed in 1880 have a mileage of over 250 miles each, and but one of over 350, so that the foreclosures of 1880 are less than in any of the past few years, but the total capital involved, 263,882,000, has only been exceeded in 1878. From 1876 to 1880, five years, 228 roads, with a mileage of 29,307 miles, and a nominal capital of \$1,235,633,000, have been foreclosed. These figures equal a fourth of the total mileage of the country, and fifth of the total railroad capital.

Compulsory Education and a Reformatory School.
Partly on this: It has been found that when it is left to parents alone to say what their children shall be taught, the education in the matter varies with their circumstances. Those who can appreciate a good education, because of its actual worth to them, give it as far as they can to their children. Those again who have received but little, are apt to value it lightly and withhold it, either from want of means or from the old notion that the son should carve out his fortune with the same tools as the father. Similarly, when education is left to religious bodies, so much care is taken that the young shall follow devoutly in the hereditary creeds, that the training which is necessary to make good citizens is largely supplanted by that which will make good church members. Accordingly, where there are only private or sectarian schools, side by side with a few well educated are a great many whose training is deficient or outside.

Compulsory Education and a Reformatory School.
Now, the fundamental doctrine of modern governments is this, the unity and supremacy of the State. For example, a wrong is committed not simply against the party injured and his kindred, but against the whole people. And so we find it now the State's business, in the name of the community, to punish for wrongs done. If this is granted as proper, it seems only another step in the same line when the State undertakes to prevent wrongs. An education is necessary, essential to the State's business, so much care is usually the uneducated, those who have grown up with but little check on their conduct, the State in recent times has raised her voice and said that ignorance is a wrong affecting not the degraded only, but the masses of the people. A reformatory class means the existence of a pauper and criminal class, with which the State has to deal.

Compulsory Education and a Reformatory School.
It is upon this ground mainly that the plea for compulsory education rests. A higher state of citizenship, and therefore a stronger community, are secured by the wider and more equal diffusion of knowledge, even though in securing them it is necessary to use force.

Compulsory Education and a Reformatory School.
The State, then, lays claim to all children for a certain period of youth; and, through its public schools, agrees to teach them the branches of commonest use in life. In following out this claim it can, in justice to itself, admit of no exceptions. Of course it cannot forbid private schools or the private teaching of particular beliefs. But it is plain that private instruction must, in order to keep its place, be at least as good as that given publicly, and indeed better, when one considers their increased cost. So that even in this case the State's claim is not evaded, but plainly granted. And as to religious training, the State does not ignore it, but rather insists that it be given. Rather than relinquish its right to the physical and mental development of the young, it leaves this matter as a special department to other bodies. At least that is the view of not a small number on the subject.

Compulsory Education and a Reformatory School.
Now, when this system of public instruction has become the settled state of things, when the community is educated up to a very few exceptions are made. But in accordance with the principle, and indeed regularity and neglect to one of order and care, it is not strange if certain difficulties should show themselves.

Compulsory Education and a Reformatory School.
One of these difficulties is to be met with in the case of the extreme poor. The State owes these an education, indeed, it is to rescue them from poverty that the State undertakes so much. But here, in America, where class distinctions are but faintly drawn, and where the schools are open and common to all, the starting point for a reformatory school for these would be a thing to be deplored. As yet there are but few signs of its need here. It was with pleasure that we heard at our last meeting that the children of the comparatively rich and others somewhat poorer, were being members of the same classes, equal before the teachers and with one another.

Compulsory Education and a Reformatory School.
But another and more serious difficulty presents itself in the case of the willfully bad. These are not confined to any one age, sex, religion or station in life. They are to be found in nearly every school, the trial and at the same time the test of the teacher's temper and power. What is to be done with these?

Compulsory Education and a Reformatory School.
Complete mastery over this class is not to be expected at once. For, very often, the discipline of the school is rendered of small effect by the laxity of rule at home, and if the parent, whose interest in the child is certainly deeper, fails to command obedience, the teacher must not be disappointed. Improvement is slow. The light in which the matter is to be viewed is that at first sight to the teacher is this,—is my work to be interfered with, is my influence over those already under control to be lessened by the bad behaviour of a few? And the simplest remedy that suggests itself is to get rid of the offenders. It is necessary that they be taught at all, that to their bad arts be added the knowledge of how to make a reader use of them, let this be done elsewhere, where there is less chance of spoiling the good, and where constant attention can be given to their conduct? That is, shall there be established a school of correction? Plainly such treatment of a pupil is all but equal to expulsion. Now while such a course should be had in mind, it is not to be forgotten that it is sometimes as necessary to expel from school as to banish into penal servitude or to commit to jail, still with the young very rare cases should require such extreme treatment. It is to degrade a pupil, and any act that can destroy a pupil's self respect, even though there be very little that deserves respect, should be done only after the most sober thought. To remove a child from an ordinary department to a school of correction would certainly have this tendency.

The Greeks and Romans, while intellectually educated, were sunk in the grossest immorality. France, at the time of the Revolution, neglected her intellectual and athletic, banished the Christian Religion, and attempted to rule without it. But that period is known in its history, and will continue to be known, as the Reign of Terror. Christianity is the conservative power that elevates States and nations, and the true source of development and progress. A system of education, therefore, that does not admit into its management the essential elements of the Christian religion will necessarily be defective and disappointing in its results. The fact cannot be ignored that our country is a Christian country. Its legislation professes to be founded on Christian principles. Its political constitution is based on the acknowledgment of Christianity. Its law courts, the whole judiciary of the realm, acknowledge this belief. Hence the sanctity attached to oaths, the sacredness with which the habits of regard to the law, with reference to marriage, public fasts and days of thanksgiving appointed by Government. The universal conscience of the nation is recognized as Christian. Therefore, all the legislative arrangements for the education of the people should be in harmony with this universally acknowledged belief. It is true that in consequence of the unperfection and endless mental diversity which characterize mankind, the Christian religion is not looked at from the same standpoint with reference to many of its doctrines, its power of Church government, its ordinances and discipline. On all of these there are recognized diversities, these diversities, there is substantial unity among all Christians as to the essentials of Christianity. All believe that the Bible is an inspired Book, and that a supreme God is the author of it. All classes of Christians believe in the doctrine of the Holy Trinity—in the mediatorial character of the Lord Jesus Christ, in the person and power of the Holy Spirit, in the necessity of faith and good works as necessary to salvation; all believe in the doctrine of future rewards and punishments,—of a state of bliss or a state of woe. These beliefs are the essentials of the Christian religion, and as these essentials as well as the moral and religious principles, are common to the broad platform against all heathenism, Mohammedanism, atheism, infidelity and rationalism. It is true, that they differ from each other on many important points, but such differences are necessary to the Christian religion they agree. It is, therefore, not absolutely necessary that one should be either a Catholic or a Protestant in order to be a Christian. The religion that is necessary to the State is that which is common to all Christians, and which is the basis of the Christian religion they agree. It is, therefore, not absolutely necessary that one should be either a Catholic or a Protestant in order to be a Christian. The religion that is necessary to the State is that which is common to all Christians, and which is the basis of the Christian religion they agree.

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Compulsory Education and a Reformatory School.
different home training. To do one's duty under the light of this principle one will often have to step down from the height in which rigid systems of class rule are apt to set one. If the State, as knowing better than the parent, agrees to let the child to begin active life, it must preserve, through its teachers, the parent's long-suffering not less than the parent's authority. To exact too rigorous compliance with rules has often a mischievous effect. Children are not thus trained; they are driven. If a pupil is late, for instance, certainly he should be able to say why; but to demand from every tardy one an excuse written by a parent or guardian or, in default of this, to give a rebuke for some reason withheld, is pushing discipline too far. It is as though the pupil's own word were not to be taken. It is to encourage distrust, then which nothing teaches falsehood more fast or more effectually. If then disobedience to rules be urged as a ground for removing a pupil, let us be sure that the rules are wise, not arbitrary. Nor, again, should class work be so regularly graded that absence for a day or two, or the occasional missing of a lesson, should cut the connection for a pupil and make him feel hopelessly in arrears. It is better to maintain an average standard distasteful to those inclined to be irregular—the knowledge that they are behind and are likely to be chided or punished for it. Young minds cannot grasp sustained connections; this is the work of the mature intellect. And so, when the thread is lost, the mood becomes dull—a state in which no one can learn.

Compulsory Education and a Reformatory School.
While then it is easiest to the teacher, and of most advantage to the greater number, that all the class should advance together, it must not be overlooked that children are of unequal powers; that some need a rest at times; and those slow, resting ones are as much the teacher's charge as the more eager, tireless ones. We all have a tendency to go too fast, to go over so much work that the mind is not done, all is done. Whereas, the true measure of a teacher's success is his average pupil's ability—not what has been done over with him, but what he is fit for himself. If the failure to maintain an average place in class leads to idleness, and the removal of such pupils may be a necessity, but a necessity partly owing to the teacher's unwise haste.

Compulsory Education and a Reformatory School.
The authorities have just issued instructions to the constabulary to adopt unusual precautionary measures in view of the disturbed state of the country. Up to all this has been a matter of course, provided for the horse police. It is intended to materially increase their strength.

Compulsory Education and a Reformatory School.
The specified charge upon which Davitt was arrested is a breach of the conditions of his ticket-of-leave in combining with his associates in the Land League. Davitt has been ordered to appear before the remainder of his sentence of penal servitude.

Compulsory Education and a Reformatory School.
A special cable from Dublin says the excitement in Ireland consequent upon the arrest of Mr. Davitt is a quiet determination to make the best preparation for meeting the coercion act. Throughout the country the greatest indignation prevails.

Compulsory Education and a Reformatory School.
The Report of the Minister of Customs shows that the total value of Canada's trade for 1879-80 was \$174,401,205, as follows: Exports, \$87,911,458; imports, \$86,489,737. The aggregate trade of the Dominion exhibits an increase in trade with Great Britain over that of 1879 of over \$13,018,438, and a decrease in that with the United States of \$8,207,863. The trade with the British and Foreign West India and South America during the last year amounted to \$7,762,678, showing an increase over 1879 of \$2,087,848. The trade with China and Japan shows an increase over last year of \$420,944. The value of exports of the Dominion exceeded those of any year since 1874, and was only exceeded in two years since Confederation. The report also shows a result never before shown in the history of Dominion statistics, namely, an excess of exports over imports, \$1,421,710, and an excess of exports over the value of goods entered for consumption of \$5,129,109. The amount Customs duties collected was only exceeded in two years since Confederation. In the comparative statement of imports and exports is included in the imports, the sum of \$1,881,775 for coin and bullion, and in the total exports the sum of \$1,771,765, showing a net export of \$110,009 more coin imported than exported. An important consideration in this matter is that it shows that the balance between the imports and exports would not be materially affected if the coin and bullion had not been taken into account.

Compulsory Education and a Reformatory School.
Oh, the snow! the b-a-a-tiful snow!—
Who can wonder that poets rave so?—
Falling at morning, so pure and so white,
Black as an overcoat long before night.

Compulsory Education and a Reformatory School.
Have you any excuse for suffering with Dyspepsia or Liver Complaint? Is there any reason why you should go on from day to day complaining with Sour Stomach, Sick Head ache, Habitual Constiveness, Water-brash, Gnausing and burning pains in the part of the Stomach, Yellow Skin, coated Tongue and disagreeable taste in the mouth, coming up of food after eating, Low spirits, &c. No! It is positively your own fault if you do. Go to your Druggist and get a bottle of Green's August Flower for 75 cents per bottle. It is certain, if you doubt this, get a Sarsaparilla or 10 cents and try it. Two doses will relieve you.

NEWS BY TELEGRAPH.
SACKVILLE, Feb. 4.
A terrible accident occurred by a train running on the track near Sackville, N. B., on Monday. The locomotive turned upside down, killing the driver, Thomas Gammon, and slightly injuring a fireman. The accident is believed to have been caused by the rails spreading.

NEWS BY TELEGRAPH.
OTTAWA, Feb. 4.
Mr. Boulbice has given notice of a Bill to amend the Ontario Curators Act. The Bill will propose that before the Act become law in any constituency, there should be cast in its favor a majority of the whole number of voters.

NEWS BY TELEGRAPH.
LONDON, Feb. 4.
The "Times" says there have been four hundred extra police on duty near the House of Commons since Thursday. The expelled Home Rulers will take their seats as usual to-day.

NEWS BY TELEGRAPH.
DUBLIN, Feb. 4.
The authorities have just issued instructions to the constabulary to adopt unusual precautionary measures in view of the disturbed state of the country. Up to all this has been a matter of course, provided for the horse police. It is intended to materially increase their strength.

NEWS BY TELEGRAPH.
LONDON, Feb. 5.
Thomas Carlyle died at 8 o'clock this morning without a struggle, in his 81st year.

NEWS BY TELEGRAPH.
DUBLIN, Feb. 5.
A troop ship has arrived with the 97th Regiment of foot.

NEWS BY TELEGRAPH.
ST. PETERSBURG, Feb. 5.
Gen. Skobelev states that the Tzke detachments are offering submission.

NEWS BY TELEGRAPH.
NEW YORK, Feb. 6.
A special cable from Dublin says the excitement in Ireland consequent upon the arrest of Mr. Davitt is a quiet determination to make the best preparation for meeting the coercion act. Throughout the country the greatest indignation prevails.