Our Teachers in Convention.

FIRST DAY—AFTERNOON SESSION AND EVENING MEETING—GOOD IDEAS SET AFLOAT—THURSDAY'S PROCEEDINGS.

(*Continued.*)

At the afternoon session the first paper read was by Miss E. O. Boswall, on the "Use and Abuse of Power." The paper was well written and showed thoughtfulness on the part of the writer.

She was followed by Dr. McLeod on "School Hygiene." The Doctor believes that children should have plenty of good fresh air, and showed what was necessary in order that the school-room should at all times be filled with pure air. The writer advocated very short hours for young children, and said that no school-house should be more than two stories high. The mental food of the child should be of suitable kind and various; and the teacher must see that it was properly digested and assimilated to the child's mental system. The popular idea that the child must only be taught those things which have a direct bearing on his future occupation, the Doctor characterized as a heresy. He touched last on the nourishment required by the child's moral nature, which was the most important and required most care in its development. A pleasant discussion followed, and it was resolved that Dr. McLeod's admirable paper shall be published and a copy furnished to every Trustee on the Island.

THE PUBLIC MEETING.

At the evening meeting the teachers were sadly reminded of the mutability of earthly things by the absence of several speakers, who, on former occasions, had given them words of friendly cheer and counsel.

Professor Anderson was the first speaker. He spoke of the extraordinary intellectual activity which is abroad in the world. He said that Japan was sending its youths to England to be educated, and that Spain and Italy, which for centuries have been by words for ignorance, were establishing good systems of popular education. France, England and Germany were perfecting their systems, and were working in the line of scientific education. Mr. Chamberlain had advocated Free Education, and Sir Lyon Playfair, President of the British Association, had devoted his speech at the opening of that Association, to the advocacy of the scientific education of the English people. Mr. Anderson pressed upon the teachers the necessity of teaching thoroughly what they had to teach, and said that during the last few years an immense advance had been made in the proficiency displayed by the papers of the students who had come up for examination. This showed that the teachers were doing good work. He said that enthusiasm on the teacher's part would communicate itself to the trustees and people of the district.

Hon. D. Laird said that from the position of an overlooker, he would address a few words to the teachers. He thought that for all practical purposes the old idea that the human mind was at first like a blank sheet of paper, a true one. We have everything to learn. The teacher then had to select the best ideas from the best text books. He thought that though the elements should be learned thoroughly, too much time should not be spent on them at once. The child's work should be made pleasant. The teacher should show that his work is a pleasure as well as a duty. Schoolrooms should be made attractive, and the apparatus and furnishing be of the best. Teachers should make their occupation a life one, and the speaker would like to see, as in Scotlond, a comfortable cottage attached to each school house.

Rev. Job Shenton thought that the teachers of the Island were fine-looking men and women. Education was for the benefit, safety and advancement of the nation. A nation is an assemblage of families, and whatever conduces to the well-being of the family is good for the nation. Children will one day be the rulers of the nation, and should therefore be educated; and, above all, moral principles should be instilled into the minds of the young.

Mr. Mullally made a short and pleasant speech, in which he advocated Agricultural Education, and said that the sciences of Zoology, Botany, Geology and Chemistry should be taught in our schools. He thought the teachers should have a paper of their own, and expressed himself pleased with the advance in the musical education of the children of the Province.

Rev. Mr. Boyd, of St. Dunstan's, though suffering from a cold, made a short speech. He disagreed with Mr. Laird, who thought married men made the best teachers. A teacher must learn the best methods of instruction by experience. He must by study, but especially by reflection, make himself master of the subjects he had to teach. No matter how long a teacher was teaching the one grade, he would still find he had to exercise all his ingenuity and intelligence in making the lessons interesting to his pupils. The same methods would not suit all children. In this country the study of the physical sciences is imperative, and, once begun, would be found very pleasant.

Principal McKay, of Pictou Academy, praised the Island system of Education, and complimented Islanders on the success of the students who went to the colleges abroad, assigning their proficiency in part to the thorough instruction in the classics they had received in the common schools and Prince of Wales College.

R. R. Fitzgerald, Esq., sounded a note of warning in regard to the morals of the children. He asserted that teachers do not pay sufficient attention to the condition of the outhouses on the school premises, and that no amount of taste and refinement displayed in the adornment of the inside will compensate for a lack of care and vigilance in this regard.

The most pleasant part of the evening's entertainment was the beautiful singing of the girls of Prince Street School.

FRIDAY'S PROCEEDINGS.

We were not present in time to hear Mr. McKenzie's paper, which was followed by a short discussion, in which Principal McKay of Pictou, and Mr. Gallant were the chief speakers. Miss Eliza Lawson read the next paper as follows:—

THE PRACTICAL.

A remark made in my hearing the other day suggested the subject of this short paper. It was that not enough of the practical was discussed at the meetings of the Convention. I did not agree with the remark. I, for one, have looked forward every year to the meetings of the Convention with feelings of pleasureable anticipation. I have gone back to my work in school feeling, that the meetings have done me good, that every year something has been said that was a real help to me in my work, and I am sure that there are many teachers who feel as I do. There are

A GREAT MANY PEOPLE

who believe that children should be taught nothing in school but what will help them to get on in the world. They want to see direct results. They would like, if possible, to see a money return for the time their children spend in school. How often one hears it said, "of what use will this or that study be to my child? In a few years he will have to earn his living, and I want him taught what will enable him do that." They regard the education of their children as a means to obtain the great end of advancement in their worldly business. It never seems to occur to them that there is anything else in the world worth striving after but the making of a comfortable living. They forget, or rather they never think that a good education, no matter what your station or occupation in life is, its your own great reward. Teachers, too, in this very practical age are apt to be infected with the same spirit. They sometimes, in spite of their own better judgment, keep grinding away continually at what they think will count up best at their day of reckoning—examination day. There are many by-paths diverging from the hard beaten highway of school work that they know would be both pleasant and profitable to explore; but they are restrained from doing so by the practical consideration—will it pay. On the one hand we see the mischievous tendency of this ultra practical doctrine by the suspicious eye that people cast on all that they think is not of direct and immediate utility, and on the other it is calculated to be equally hurtful in the school-room by the narrowing influence it has upon the teacher. What after all—of all the things we learned in school, particularly in our early school days, has been of the most practical use to us? In looking back, a few things stand out distinctly in my memory. I have forgotten entirely how I learned my letters, or how I acquired the difficult rules of addition, substraction and multiplication; but I remember with feelings of pleasure to this day, a beloved teacher telling a class, of which I was a member, the thrilling story of "Little Red Riding Hood," and singing to us the very unpractical song of "Froggie Would a Wooing Go." And once at a little later stage I remember a venerable old gentleman coming into our school and examining a class of bare-foot boys and girls in arithmetic. What the exercises were I forget; whether they were hard or easy I forget; but, oh, I distinctly remember the old man's smile, his kindly touch, and his gentle, encouraging words. Such things may be very impractical, but I did not think so then, and I can't say that I have changed my mind since.

EVERY TEACHER

must have noticed that it is easier to teach some children than others. Not so much from a difference in their natural ability, as that some do not seem to know how to think. The difference lies in the education the children get out of school. There are many people who look upon home as merely a place to get their meals and sleep. I am not now referring to those people who, in the hard struggle for exlstence, must of necessity leave their children pretty much to themselves; but to the ultra practical people who look upon cheerful conversation, amusing books and games, as hindrances to the grand object of their life—money making. Of course children from such homes as these will be dull and unimaginative. The teacher has to exercise all his ingenuity to rouse their sleeping intelligences. On the other hand, those people who cultivate the graceful, the beautiful, and all such practical things in their homes, will send to the schools children who can be approached on many sides. The books, the cheerful, intelligent conversation which the children have access to and take part in, are educating the children in the best and most practical way for the business of life, in which they will soon have to engage. I think that

THE SCHOOLS SHOULD MAKE UP

to those who do not enjoy those advantages, what they miss at home. In the more advanced classes I am sure it would be much more profitable for the students, instead of learning in their English Literature class at what period such an author lived, and a list of what books he wrote, and perhaps some reviews of those books, for them to spend the time in reading one or more of the works of that author. As things are now, such a course might not count quite as well at an examination, but the difference to the student would more than compensate. Those people who learn and remember a collection of words about books put one in mind of the botanist who can give you the Latin name for every flower and plant—who can classify them all—but who never wandered about in the fresh, green woods, and who never experienced the delight of culling a boquet of flowers. I would give more for the person's knowledge of English literature who laughed over the adventures of Mr. Pickwick and cried over the sorrows of little Nell, than I would for one who could give you day and date for all the authors who ever lived. What can be more enjoyable and more social than conversation; but how few people there are, even among those who call themselves well-educated, who can talk well on any subject. We need very much to have our hearts enlarged and our sympathies broadened. Anything that helps to do this is practical in the best sense. Can we not begin the work in the schoolroom? I am really anxious to know. I am very sure that many people are carrying this question of the practical, as they understand it, too far. I hope that some of the teachers here will talk a little on the subject and give us the benefit of their ideas.

SCHOOL DISCIPLINE.

A lively discussion took place on a resolution proposed by Mr. Allan Stewart, that the power of teachers to enforce discipline should be more strictly defined by law. The expediency of corporal punishment and detention after hours was discussed. Mr. Dominitan Gallant spoke in his peculiarly happy way, and Mr. D. Bears made one of the best speeches of the day from his point of view. Mr. McDonald, from New Glasgow, did not think a teacher ought to sacrifice his own health and comfort to lazy scholars and careless parents. At the request of Mr. Seaman, on behalf of the Convention, Mr. Montgomery expressed his opinion that while he believed that detention after hours should, more for the sake of the teacher than the pupil, be reduced to a minimum, he did not think that either injudicious parents or ignorant justices of the peace, should have the power of needlessly interfering with the teacher in the faithful performance of his duty.

The resolution was passed and ordered to be laid before the Board of Education, in order that it might be brought to the notice of our law makers.

A CHANGE.

The days of the meetings of the Convention were changed to Tuesday and Wednesday, for the convenience of those teachers who come to town from the east by the Heather Belle.

AFTERNOON SESSION.

The afternoon session was occupied by the reading of papers by Principal McKay, of Pictou, and W. E Dawson, Esq, and the election of officers. Mr. McKay's paper was on the subject of reform in spelling. It was surprising to one brought up in old fashioned ways to hear how much could be said in favor of a change which will make so great a difference in the outside dress of the books we love so well. Mr. McKay contends that at least two years of the child's school life will be saved by the reform, our language rendered still more concise, the printer's labors lessened, and the child's moral nature greatly improved. He quoted a number of famous men who supported his opinions, among whom were W. E. Gladstone, Lord Lytton and Max Muller. Messrs. Anderson, McLeod, Gallant, and some others spoke in praise of the paper, Mr. Bowers did not like the idea of so radical a change as Mr. McKay proposed.

W. E Dawson, Esq., Chairman of the City School Board, then read the following paper on

STATE EDUCATION.

Should the State educate?—that is, should the State pay out of the common revenue the cost of educating its children?—and if it should so do, should it be up to a certain given standard, and all beyond be at the cost of the recipient?—or should the State educate up to the highest point, and for all positions in life? A broad subject! and in the short time at my disposal, of necessity, will be but briefly dealt with; and some things which have a strong bearing upon the matter will have to go unsaid. It is an axiom that

MAN DOES NOT LIVE FOR HIMSELF BUT FOR SOCIETY.

That the child, though he be the charge, is not the property of the parent, nor does he exist only for him; that the child's evil 'education' or the reverse, in their influences, extends beyond the family circle and affects society; that the parent is but a steward and guardian appointed to act as such on behalf of God and the nation; that the relation of the parent to the child is transitory, that of the child to the nation is permanent; its results remain and are reproduced from generation to generation; that parents die, but society remains—therefore the State has a right to take measures for providing and imparting education; for a State, which sets up strict laws and punishes for the breach of them, and yet suffers its citizens to grow up without any true education either of their intelligence or of their moral faculties, and takes no pains to reclaim or instruct them, must be liable to the severest condemnation. In this direction Mr. Chamberlain, the great English Radical, takes very strong ground. He claims that the State should provide and place within the reach of every child a gratuitous primary education, and that the Government should go so far as to pay the necessary school fees charged in the denominational schools where subject to government inspection. This education would of necessity be compulsory. Here let me say that elementary education, as it is termed in England, means something beyond the three R's.

ON THE OTHER SIDE

it is said that the State should not educate for the following, among other reasons: Parents must needs be the first educators of their children, whether for good or for evil, and the parental responsibility of providing education is a primary and solemn obligation laid upon the parent alike by Scripture and conscience and by the customs of all nations and ages. In the words of a living writer: "Is the individual or is the family the unit in the long tissue of society? Is the family a sacred and necessary element? Is it the essential element in civilized communities, or is it not? And if it be, should not the parent be held responsible for providing for the wants of his children until they are able to maintain and guide themselves, and for their education as for their other wants?" Another eminent authority (Binney) says: "That it is no more the primary duty of the State to provide a citizen's son with school education, than to supply a child with bread, though it may under special circumstances become the duty of the State to do both, the one and the other, as it is a fundamental duty of a Government to make sure, as far as possible, that no child shall be left destitute of that which is absolutely needful for its human nature, whether in the way of bread or schooling." Here the position is laid down that education, under special circumstances, (that is if other means are not available) may be as truly a necessary of life as food and clothing, and, like food and clothing, must be provided at the public expense. Still few, if any, advocates of gratuitous education will venture to affirm that the child should be fed and clothed, as well as taught at public cost. There are some necessaries of civilized life, indeed, for which it is found needful that the whole community should make

A COMMON PROVISION.

The postal service for instance is a matter of public provision and regulation. It could not be otherwise. Yet all the conditions are in contrast with the case of schools and school teaching. But the cost of the service is paid for by the public in precise proportion to their use of the department, and the amount and cost of the service for which they are indebted to it. The same remarks apply to Government telegraphs. So in the matter of Gas and Water, when provided and controlled by the authorities; the actual cost of the consumption is paid for by the consumer according to meter and rate. The State, again, provides at the public cost for its public law and justice, and for its army and navy. These are charges upon the community in self-defence against common enemies, and they are such as can only be met out of the common state funds, the public revenue. And why? Because it is impossible to charge the cost of our law and justice on the criminal classes,—or of the army and navy on foreign countries. And should not each family contribute toward the general cost of education something like its fair share according to the benefit received—just as it pays for its postal, gas or water service?

We have no poor law in this Island, such as in England for instance. There, and no doubt elsewhere, where poor laws are in existence, provision is made for only the really indigent and needy. The State never contemplates providing for those who have the means of paying for the needful food for themselves or their families. In Germany, in the year of revolution (1848), Free Education was introduced; but after a short trial it was found to work badly and was given up. Since then, small fees, in just proportion to the small wages paid for labor in Germany, have been charged in the people's schools. In Switzerland the education is gratuitous. Dr. Barnard, a great American educationist, questions the wisdom of his country, when, mainly for political reasons, they did away with rate bills and school fees, and threw all deficiencies of cost of school education on the local rates, of which he says one consequence has been "that in certain country districts the school has been 'run' fewer months than formerly, because the farmers will not tolerate a rate, and therefore pay for as much teaching and teaching of such a quality as the local school fund can provide for."

In the words of Mr. Mill, "An education established and controlled by the State should only exist (if it existed at all) as one among many competing experiments carried on for the purpose of example and stimulus, to keep the other up to a certain standard of excellence, unless, indeed, when society is in so backward a state that it could not, or would not, provide for itself any proper institutions of education. Then, indeed, the Government may—as the less of two great evils—take upon itself the business of schools or universities, as it may that of joint stock companies, when private enterprise in a shape fitted for undertaking great works of industry does not exist in the country."

WHAT POSITION THEN SHALL THE STATE OCCUPY ON THIS QUESTION?

To again quote Mr. Mill—"If," he says, "the Government would make up its mind to require for every child a good education, it might save itself the trouble of providing one. It might leave to parents to obtain the education where and how they pleased, and content itself with paying the school fees of the poorer class of children, and defraying the entire school expenses of those who have no one else to pay for them." It would seem as if, in this extract and the one previously given, Mr. Mill lays down in general the true principles on which the relation of the State to the education of the people should be regulated, and indicates the ground on which the interference of the State in this matter can alone be justified, viz: That there devolves upon the State a secondary responsibility in regard to the education of the child—that it is bound to take all proper means for the enforcement of the provision of a certain minimum of education as is needful to furnish it with the power of self-development, that the future man or woman may be able to take his or her stand upon the plane, and to move forward along the pathway of intellectual and moral progress. What is worth having and really enjoyed when gotten is worth striving for! worth effort—if necessary, sacrifice. At present, the cost of edueation is borne with us, by the State, and as a consequence, far too low a value is placed upon it. It is obtained too cheaply and it stands to reason that when the State does everything or nearly so, and the parent little or nothing for the education of their children, that they are likely on an averege to value it less highly than if they had to pay for it, and to cooperate less carefully and zealously with the teacher in furthering the education of their children (and may I not add, much more disposed to find fault with both teacher and system, and those who complain most are those who know the least about schools and schoolwork) and it does seem to me that unless we desire to see the education grant increase year by year, some other method will have to be adopted. We are already told that education costs too much; and a cry is raised to have it reduced or placed upon other shoulders, that is, make those pay (to a certain extent) who get the benefit. This evidently shows that the burden is beginning to be felt by the taxpayer, and in some shape or other, the cry will have to be dealt with.

MR. GLADSTONE,

in his now famous address to the Midlothian constituency, and through it to the whole of England, says: "There are obvious arguments in favor of the plan (of free education), but it appears to me to suggest some difficulties which demand at any rate a certain consideration. These are: A contribution towards the cost of the article tends to its being more thoroughly valued by the receiver; the rule of our policy is that nothing should be done by the State which can be better, or as well done, by voluntary effort, and I am not aware that either in its moral, or even in its literary aspects, the work of the State for education has as yet proved its superiority to the work of the religious bodies, or of philanthropic individuals;" and after making reference to the increased cost and the religious difficulty, he cautiously adds: "It would be premature in me to endeavor to press forward generally the subject of gratuitous primary education."

ADMITTING, HOWEVER, THAT THE STATE SHOULD EDUCATE,

why stop with what we term "Common School Education?" If educational knowledge be a good thing, and calculated to make its possessor a better and more useful member of society—and this is beyond all dispute—then is it not well that each individual should have placed within his or her reach, not only the opportunity of obtaining the branches of an ordinary English primary education, but all the branches necessary to fit one for the highest positions, whether in professional, scholastic or political life? If it is the duty of the State, or the State takes upon itself the duty of providing elementary education for its subjects, should it not go further and provide for the education in the arts and sciences, and give an opportunity to all who so desire to obtain what is termed a liberal education? Should not the common school be followed by the high school and the high school by the college, and the college by the university, thus covering the whole vast fabric of national education, and all at the expense of the State? Why should one child get all the scholastic knowledge that may be required without cost, and another for all beyond a certain line be compelled to pay for it? Should not all classes be furnished with a suitable and adequate education by means of this gratuitous system, and thus the needs of everyone be met by the State? To illustrate: A and B are sent to school; both have the same advantages, work side by side up to the period when it becomes a question as to their future vocation. A may be satisfied with a fair smattering of arithmetic, grammar, history and geography, and in the sphere in which he, or his friends for him, may have decided to employ himself, has just sufficient scholastic requirements to meet all the calls that may be made upon him, and so far as he is concerned the State has done its duty. B has a higher ideal; he longs to possess himself by all and every means within his reach of all that education can give to him. He aims to acquire knowledge for the sheer love of it. He may have set before himself a life devoted to literature, the arts or science. His aspirations reach far beyond the farm, the workbench, or the store (all employments most highly honorable) and why should not the State qualify him for this avocation in life as completely as it has done A. Each has a goal; each desires to attain thereto, and if the State should help, surely it should help him who feels within himself powers that but require fostering and educating to make him a powertul factor in all that may effect the well being of his country and society generally. I repeat the question, if the State should educate, should it not be a universal system—a system for all classes, embracing schools and colleges of every sort and every grade, and technical schools and colleges as well as others, and which should not stop short of free universities to crown the whole vast fabric of national education? Such is the meaning attached in France to the demand for Universal, Compulsory and Gratuitous Education as expressed in petitions to the Legislature; and is not that after all the logical and true meaning?

Summing up the subject very briefly, I am of the opinion that the duty of the State should be to see that provision is made to afford every child an elementary, or common school, education, making attendance compulsory, and assist by grants according to the value of the work done, as ascertained by government inspection. But in the event of the State taking upon itself the duty of educating its children, then, in the words of Professor Huxley, "No system of Public Education is worthy the name of National (or Gratuitous, I may add), unless it creates a great educational ladder, with one end in the gutter and the other in the University."

Mr. Anderson thought that to give up our Free School system would be a long step backward, and that any changes in the direction of placing the burden of paying directly the teachers' salaries, if made at all, should be made very gradually. This was evidently the opinion of the teachers

The concluding business of the session was the election of officers.

OFFICERS ELECTED.

President—Neil McLeod, Esq., Summerside.

Vice-Presidents—William Cain, Donald Bears, Miss Ella J. McPhee, Miss Elizabeth McKinnon.

Secretary-Treasurer—A. J. McDougall, Miscouche.

Executive Committee—J. W. Brehaut, A. D. Fraser, A. McDonald, Miss Janetta McPhail, T. A. LePage.

CLOSING ENTERTAINMENT

The Convention closed with a very pleasing entertainment, of which the parts were all good except one. Mr. LePage's paper on "Nothing to Read," was brimful of humour and good hits; and Principal Mellish's speech was very fine in every respect, while Mr. Montgomery's funny selections from "examination papers" "brought down the house." Miss Wade read an excellent reading excellently well, and Miss Nellie Lawson rendered a humorous Irish piece with such skill that she had, to please the audience, to read another from the Scotch. The musical parts were well sustained, though Miss Florence Earle and Mr. Domitian Gallant were missed. Miss Harvie played a nice opening selection on the organ belonging to the school; and a beautiful duet was sung by Miss Harris and Miss Haslam, with Mr. W. C. Harris, jr., and another Miss Haslam, as accompaniests on the violin and organ. Another duet was sung by Miss Foster and Miss Barr, with Miss Harvie as accompanies; and Miss McDonald sang a pretty song which was encored. "Auld Lang Syne" and "God Save the Queen" were sung by the audience before separating.

SALT! SALT! SALT!

TO arrive about the 20th October:—

3,000 Bags of FISHING SALT,
3,000 Bags of LIVERPOOL SALT.

PEAKE BROS & CO.

Ch'town, Oct. 10—3 aw tf

Large Fruit Sale.

BY Auction, MONDAY, October 12th, commencing at half-past Ten o'clock, sharp, 2 Carloads of Choice APPLES, via Pictou Landing, comprising extra choice Gravensteins and Winter-keeping Fruit.

Also:—Barrels Pears, Cranberries, Sweet Potatoes, 25 baskets Grapes, Ex Boston steamer.

A McNEILL,
Auctioneer.

Oct. 10, 1885—1i

TENDERS FOR ICE BOATS.

TENDERS are invited for the building of SIX ICE BOATS for the Capes' Route, and will be received by the Agent of Marine at Charlottetown, up to 20th inst., who will give such information as may be required.

A. LORD,
Agent.

Ch'town, Oct. 9, '85—her

STOCKS.

AT Auction, on MONDAY next, 12th inst., at 12 o'clock, noon:—

10 Shares Merchants' Bank, P. E. I.
10 Shares Citizen's Skating Rink.
1 Share P. E. I. Steam Navigation Co.

A. H. B. MACGOWAN,
Auctioneer.

Ch'town, Oct. 8, '85—tl sale

FEED!

A FEW Tons Extra Heavy CATTLE FEED, in 100lb bags, for sale Cheap.

A. H. B. MACGOWAN,
Auctioneer.

Ch'town, Oct. 8—3i

FEATHERS,

WANTED IMMEDIATELY. Highest cash price paid for any quantity of good Geese Feathers at my Furniture Warerooms.

Come and get Bargains in all kind of Furniture.

JOHN NEWSON.

Ch'town, Sept 28—1mo

CHEAP COTTON FLANNELS!

—o—

SPECIAL SALE FOR TEN DAYS

—AT THE—

LONDON HOUSE!

AS FOLLOWS:

1 Lot at Five and one-half cents.
1 Lot at Seven and one-half cents.
1 Lot at Ten cents.
1 Lot at Twelve and one-half cents.
1 Lot at Fourteen cents.

GEO. DAVIES & CO.

Ch'town, Sept. 30, 1885.

No. 83 Queen Street.

—:o:—

FIRST INSTALMENT OF AUTUMN & WINTER GOODS

—:o:—

JUST opened a large assortment of the Latest Novelties, in

LADIES' DRESS GOODS,

MANTLES, TRIMMED BONNETS AND HATS, FEATHERS, AND FLOWERS, MANTLE AND ULSTER CLOTHS, TWEED, &c.

The balance of my stock expected daily.

A. L. BROWN,

Next Door to Messrs. Beer & Goff.

Ch'town, Sept. 21—wkly

FALL OPENING!

—o—

STANLEY BROS.,

BROWN'S BLOCK, OPPOSITE MARKET HOUSE,

ARE now opening Millinery Goods, Dress Goods, Mourning Goods, Mantle Cloths, Ulster Cloths, Jersey Cloths, Straw Hats, Shapes and Felt Hats, Gloves, Hosiery, &c.

A Large Assortment! Low Prices!

White, Gray and Print Cottons, Wincies, Towels, Towellings, Cretonnes, Pillow Cottons and Sheetings, very cheap.

A large stock of Gray Flannels and Fleecy Cottons, at extraordinary low figures.

STANLEY BROS., Brown's Block.

Ch'town, Sept. 24, '85—eod wky

NEW FALL GOODS!

—:o:—

NEW GOODS IN GREAT VARIETY

—AT—

L. E. PROWSE'S.

—:o:—

CHEAP CASHMERES, Cheap Merinoes, Cheap Dress Goods, Cheap Fringes, Cheap Fur, Cheap Velveteen, &c.

—ALSO—

Ready-made Clothing at a great bargain; Pants 90cts, up; Vests, 75cts, up; All-wool Suits $6, worth $11. 425 Overcoats and Ulsters, $3, $4, and $5 less than regular prices. A great part of this Clothing was bought at less than half price and will be sold at Awful Low Prices.

L. E. PROWSE,

Sign of the Great Big Hat, 74 Queen Street.

Ch'town, Sept. 29th, 1885

CHARLOTTETOWN SASH AND DOOR FACTORY!

Penke's No. 3 Wharf,

R. PALMER & CO., PROPRIETORS.

—o—

We are now manufacturing and will sell at the lowest cash prices:

Sashes, Doors, Window and Door Frames, Architraves, Spouting and Conductor Mouldings, Ballusters, Newel Posts, Stair Rails, Twists, &c.

We are prepared to do all kinds of Jobbing, in Planing, Jointing, Morticing, Tenoning, Jig and Fret Sawing, Turning, &c.

All kinds of Gothic Windows for Churches made at shortest notice

With new and first-class Machinery, and the latest appliances, we can insure the utmost satisfaction to all who favor us with their patronage.

Ch'town, Sept 22, 1885—wkly 1 year

Notice of Partnership.

WE have this day taken MR. FREDERICK SELLAR into partnership in our business, which will hereafter be conducted under the same name and style as heretofore.

We take this opportunity of thanking the public for the very liberal patronage extended to us in the past, and we hope to merit and receive a continuance of the same.

BEER & GOFF.

Ch'town, Oct 1st, 1885—oct8 3i

DANCING SCHOOL.

THE Subscriber takes the liberty to inform her friends, patrons and others, that her Dancing Classes for the season will open on TUESDAY, October 13th, at 8 p. m.

During the term will be taught all the graceful and fashionable movements known and practised in polite society and in the ball-room, among which will be the New Highland Schottiche, the Ripple, Saratoga Lancers, Amazonian March, &c.

A Juvenile Class will be formed in the afternoon of the same day, from 4 to 6.

Deportment and Dumb-Bell Exercises will be taught the children, in addition to their instruction in Dancing.

Miss Burris is prepared to give Lessons on the Violin and Piano.

E. BURRIS.

Ch'town, Oct. 6, '85—4i eod