

COLONIAL PARLIAMENT.

HOUSE OF ASSEMBLY.

Morning Session, (continued.)

Thursday, April 9.

Hon. Mr. HENDERSON—I have the documents at hand, and the hon. member can examine them for himself, if he wishes. When a measure to suspend the Habeas Corpus Act in Ireland, about twelve months ago, was under discussion in the House of Commons, Mr. Rebeck spoke to the following effect: "I have lately observed that the Catholic clergy appear to be both surprised and alarmed at the present aspect of Fenianism in Ireland. They may be alarmed, but I would ask, have they any reason to be surprised? Have they not been preaching sedition and rebellion for many years, and why should they now be surprised at seeing the natural result of that preaching? About nine months after the date of Mr. Rebeck's remarks, we have the following in strong corroboration of them: On Wednesday the 4th of December last, a crowded meeting was held in St. James's Hall, London, at which Archbishop Manning presided, and numerous Dukes, Earls, Lords, Barons, Knights, and members of Parliament attended, and the openly avowed purpose was to express sympathy for the Pope. At this meeting, the Archbishop clearly intimated that in England at this time, the authority of the Pope was in greater force than that of the Queen; thus showing that every true Romanist is not, and cannot, be the legal subject of any Government but that of the Pope; and that therefore, no man who is bound in his faith, can truly take the oath of allegiance to the United States, Great Britain, or any other Protestant country, or be trusted in anything that is not in conflict with the papal system. At the above meeting, the Earl of Denbigh, who is also a member of the House of Lords, boldly and unqualifiedly declared that the Catholic Church had stronger claims on him than his country. Twice in the course of his speech, he called a sentence in the Queen's last speech "a downright lie," and concluded his speech in these words, "I utterly repudiate such a thing as nationality. I am nothing but a Catholic—an Englishman if you will, but a Catholic first." This extraordinary language speaks for itself! Now, Mr. Speaker, I am pretty near the end of my story, except a few words of explanation. The hon. member may deem it his duty—and it is his duty—to transfer to some mortal man, his right of private judgment in matters of religion, and may consent to be bound within certain limits in all questions relating thereto. Yes, more, he may not desire to thought to cross a governmental line, and may therefore be ready to pronounce as slanderous or untrue, that which he has not ventured to examine for himself; but is such conduct just or rational? And am I, who consider it my bright as a man, and also my duty, to "search the Scriptures," and investigate the facts of history and laws of nature, to abstain from bearing testimony to what I know and believe, for fear that that hon. member, or any one else, should feel offended at hearing what is true? No, Sir, but more especially when I have been virtually challenged to it. I contend, then, that if the facts, which I have related, are not proved to be fictitious—which is not possible—the conclusion must be, that the system we are asked to endorse is both aggressive and intolerant. To tolerate or place on an equal footing with ourselves is one thing, but to endorse is quite another—and such as I trust I shall never consent to. My Roman Catholic neighbors and I live on very friendly terms, and agree on all common matters; but in regard to religious belief, we agree to differ. I am prepared to do the same in the Legislature; but am not prepared to be silent when any hon. member thinks fit to misrepresent Protestants or their principles or practice. I would also invite any Catholic who has any doubts on the subject to examine the fundamental principles of Protestantism, and see if there is any want of toleration in any branch of the Protestant Church.

Mr. AMENABLE—Mr. Speaker, we have listened to quite an oration from the gentleman who has just sat down, in which he invited Catholics to examine for themselves, and ascertain whether Protestants are wanting in toleration or not; but if we judge Protestants to be, I do not think we will come to the conclusion that they possess the virtue of toleration in a very large degree. We have had a good deal of debating on the question of Education, but it was left for the hon. member from Murray Harbor to trail his coat tail on the sectarian aspect of it which I think he did in a very unbecoming manner. A Catholic member might get up and say as much against Protestants, as he has against Catholics, but such a proceeding would only be productive of ill will, and would not be the slightest benefit to the cause of Education. The Bill before the House proposes some amendments in the Education Act, which, I think will be real improvements. One is the abolishment of the necessity of attendance at the Normal School. I believe that teachers are not much more efficient than they were before the establishment of that institution. I have heard students who attended that institution say they could not see the utility of it. There is one way in which the Normal School does an injury—after a candidate has spent five months there, the Board of Education think it hard to refuse him a license to teach, but if he came before them without having attended there, he would have no claim upon them, and would be judged according to his merits. I cannot agree with the Government in the action which has been taken in reference to the Bishop's Petition. I think that Catholic schools have as good a right to a share of the public money as any other, but as a majority of the Government think differently, we must yield to them. Members of the Opposition have taunted the Catholics on this side of the House, because they could not obtain this grant, and have said that if we could not agree with the Government on this point, we should leave it, but I do not see where we are to go, (laughter) for if we are to judge by a speech of the hon. member of the Opposition who spoke to-day, we could not expect much from that side of the House. It is my opinion

"Better to bear the ill we have, than fly to those we know not of."

Mr. McLENNAN—Although a great deal has been said on this subject, Mr. Speaker, yet I wish to express my opinions on it. I think this is the most important which has come before us this Session, and therefore, we should discuss it calmly and dispassionately. A great deal of irrelevant matter has been brought up in this discussion, which I would rather not hear, as it has no reference to the subject, and is totally unbecoming. The hon. member from Belvedere (Mr. Laird) said he could not see what good the Conservatives had done for the cause of Education. He said they had decreased the teachers' salaries, but this is not true. When the Education Act was passed, the salaries were fixed at forty pounds, but when the Conservatives came into power, they increased them to fifty, and subsequently to fifty-five. Afterwards they found that the payment of those salaries was a great burden on the Colony, and they amended the Act by providing that a part of the teachers' salary should be made up by the parents of the children. They also established several Grammar Schools, and made a provision in the Act, that others might be established throughout the Island. The present Government have limited the number of Grammar Schools, but I do not see why this limitation should take place, and I would ask which are to be the favored localities? In reference to the Normal School, I would wish to see it in the state it was when Mr. Mack was there. It was established for the purpose of giving instruction in the art of teaching, and I think it would be better to keep it in good working order than to destroy its usefulness, as the Bill under consideration is calculated to do. I do not think the change contemplated to be made in the Board of Education will be an improvement. In Nova Scotia there is a General Inspector of Schools, who receives a salary of twelve hundred dollars per annum. Since it is not going to be important on candidates to attend the Normal School, it will be a hardship to compel them from the extreme ends of the Island to come all the way to Charlottetown to be examined, and I think it would be advisable either to have County Boards, or let the examiners have stated times for holding examinations in each of the Counties. It has been said that a large body of Christians would be rally appointed with the examiners in the Education Act, and I think it will be so, for, although I am not aware of what promises have been made to them by the Leader of the Government, yet I think there was some inducement held out.

Hon. LEADER OF THE GOVERNMENT—I can assure the hon. member that I was never asked by a Catholic to pledge in reference to Education before the House.

Mr. McLENNAN—I did not say that any promises were made by the hon. Leader of the Government, but by some of the members of his party. I believe others will be dissatisfied with the Education Act as well as Catholics.

Mr. CAMERON—Mr. Speaker, during the discussion of this subject, we have listened to a great many irrelevant remarks. I am not going to exonerate either party, for there were expressions made up by members on both sides of the House, which were entirely unbecoming; and I fail to see what connection many of them had with the subject under discussion. I believe that although this Bill is not all that it should be, yet it is an improvement on the old Act. If all our laws were subjected to the same process of simplification which the Education Act has undergone, it would be a great benefit; for, although they are not so voluminous as the Roman Laws in the reign of Justinian, which, it was said, would load twelve camels, yet some of them are very cumbersome. Trustees of Schools experienced great difficulty on account of the complexity of the School Act, and I believe they will acknowledge the beneficial effects which will result from its simplification. A great deal has been said in reference to the amendment proposed in regard to the Normal School, but I do not think any valid objections can be raised against it. The only difference it contemplates is, that the attendance shall not be compulsory, and I cannot see the justice of compelling a person to attend a particular institution, if he prefers to qualify himself anywhere else. I do not wish to find fault with the Normal School, for I believe the teachers in that institution have been faithful in the discharge of their duty, and have given general satisfaction; but, as a general rule, candidates who wish to qualify themselves for the office of teacher, are in poor circumstances, and can ill bear the expense of paying their board while attending the Normal School, therefore it is a hardship to make the attendance there compulsory. It has been said that the Normal School is to become a dead letter, but it cannot stand on its own merits, it should fail. Great objections have been raised against placing so much power in the hands of School Visitors, but I do not think the objections a well founded, for it will be only the inefficient teachers who will be subjected to an examination, which will not be so great a hardship or so much inconvenience as the method once adopted, of calling in all the teachers for re-examination. I agree with the hon. Leader of the Opposition that the institution of a Caucus should be done away with, and that a Government should not be bound to stand or fall by the fate of every small bill; but, as both parties have adhered to it, no more blame can be attached to one than the other.

Mr. BELL—In approaching the great question of Education, I do not intend to enter into the merits or demerits of Catholic and Protestant. The general education of this Colony will compare favorably with that of any other, and I think the system gives general satisfaction in the country. No child in this country needs to be ignorant of reading, writing, and arithmetic, if parents sufficiently appreciate the benefits of education to send him to school. The practical working of the system has also been pretty satisfactory, there are scarcely any persons grown up in this country without getting a fair English Education, and many have distinguished themselves both at home and abroad. We do not wish to denounce any particular denomination that we are not in a position to attend to support separate schools. I agree with the leading features of the Bill, and I think it will give general satisfaction to the community. I know that in the district which I represent, the people are perfectly satisfied, since the whole amount of the teachers' salary has been paid out of the Treasury, with the Education Act as a whole; but some of the details were unsatisfactory, but I think this Bill will remedy the defect complained of. In regard to the Normal School, I think a great grievance has been removed, for under the old system a young man, no matter how high his attainments, was obliged to attend that institution for five months. I think it would be well to have a Board in each County, by some of my colleagues think differently, and I submit their judgment. I think it will be an advantage to have three School Visitors instead of two, as they will have more time to attend to their duties. The Visitor of the Western section of the Island has been a painstaking man, and by his unremitting efforts has done a great deal for the cause of education. With regard to the claims of the Catholics, although I have lived among them for many years, and found them a peace loving people, yet I cannot consent to give them this grant, for it would be admitting the principle of having separate schools. The head of the Catholic Church has done a great deal for the cause of Temperance as well as for education, and he deserves great credit for his efforts; but, for the reasons before stated, the Government do not feel themselves in a position to comply with his request. There is one thing I should like to see in this Bill, and that is a compulsory clause, for a great many persons in the country, with all the advantages of education within their reach, are so utterly careless that they will not send their children to school; and I think there should be something to compel them to do so, for when children are educated by a Government they are to a certain extent the property of the Government.

Mr. P. SINCLAIR—Mr. Speaker, this is one of the most important questions which could come before the House, and I think it has been discussed in a very different manner from what it should. Hon. members have stated that a great change was expected to be made in the Education Act, on account of the prominence given to the subject in the Governor's Speeches, but I think the Government have fulfilled all their promises with respect to this question. Last year they grappled with the subject, and they did what they promised—they paid the teachers in full out of the Treasury; and this year they promised to amend the Act in certain particulars, and the Bill before the House will do that. The hon. Leader of the Opposition has stated that the School Visitors are not allowed a sufficient salary, but if the work of visiting the schools of the Island could be done for £300, surely it can be done for £450. There is one officer appointed by this Act who is very inadequately remunerated for his services, i. e. the Secretary of the Board of Education. I think he has quite as much to do as one of the School Visitors, and he receives a salary of only £50 per annum. It is no very intemperate Mr. Speaker, to enter into a lengthy speech at this time, but as the Leader of the Opposition has demanded that the petition of His Lordship the Bishop should be laid before the House, and as there has been so much discussion on the subject, I think it would not be amiss to say a few words in reference to it. I am opposed to giving the grant asked for, because I think the education of the Colony should be in the hands of the Government. Catholics have the same privileges as Protestants—the public schools are open to all classes. His Lordship deserves great credit for establishing female seminaries, and I think Protestants are very much to blame for not establishing similar institutions, for our common schools are not fit places to give young ladies a proper training. I coincide with His Lordship's views in this respect; but when he comes to this House, and asks for a grant for the schools under his charge, I consider that he is demanding more than he is entitled to receive.

Mr. REILLY—I regret, Mr. Speaker, that this important question should be approached in a party spirit, and with anything like acrimony or warmth of feeling which has been exhibited by some hon. members. In regard to some of the remarks which fell from hon. members on this side of the House, I may say, I disapprove of them; and as to the observations of the hon. member from Murray Harbor, (Mr. Henderson) in reply, I will simply state, that if he likes to give expression to such sentiments as we have just heard, he is perfectly at liberty to do so as long as he pleases, but I consider them utterly beneath my notice. The Bill before the House is an improvement on the former Act. To say, however, that it comprised every amendment required, would be to make an assertion with which I could not agree. What is education? If I understand the word, it is derived from two Latin words—e, out of, and ducere, I lead or draw—and hence implies a drawing out or developing of man in his two-fold nature of mind and body. Everyone who understands the subject in its truest and most comprehensive sense, is well aware that man is possessed of a physical and mental nature—the mental comprising the intellectual and the moral; and the harmonious and full development of these three constitutes a proper education. Any system which does not recognize these essential features, is necessarily defective. If you educate merely the intellectual part of a man, which is all that the Free Education system professes to do, you may make him a very clever rascal, but not a useful high-toned member of society. This Free School

system has been tried in the United States, where it originated, and the result of its practical working may be seen by referring to the records of the Divorce Courts, and the criminal statistics of that country. Reading, writing, arithmetic, mathematics, and the classics are important branches of study, and it would be well for all to obtain as perfect a knowledge of them as possible; but I consider that they do not comprise the whole of education. On the other side of the Atlantic, where education has occupied the minds of the ablest statesmen, a mere secular system is not considered the best; and instead of each party impugning the very worst motives to the other in dealing with this subject, it is taken up in a comprehensive manner, commensurate with its importance, and discussed on its own merits. It is in this way I intend to treat the subject this evening, as far as my humble ability will allow. In speaking on this question, the Bishop's memorial, praying for a grant for certain schools under his care, very naturally came before us. Some hon. members think that the Bishop is asking for something more than what is right. They say it is calling upon the State to support sectarian education. What is sectarian education? It is intellectual training, based upon morality, and is, therefore, not only right, but deserving of support. In regard to the schools which have been conducted under the fostering care of the Bishop, I may say the education imparted in them is much superior to that of the common schools, and costs much less; and if this be the fact, why is it unreasonable for him to ask assistance from the State in supporting them? These schools are conducted in accordance with the wishes of Catholic parents, and are, therefore, fairly entitled to a due share of the school fund, for the parties who pay the taxes to support education, have a right to say what sort of education they would wish to have imparted to their children, and if you deny them this right, you have no right to tax them. Hon. members, therefore, in talking about educating religious denominations at the expense of the State, do not view the matter in its proper light. Were we to refer to the Continent of Europe, we should see that a system similar to that asked for by the Bishop, and of which I am the advocate, is carried out, especially in the kingdom of Prussia; and it is acknowledged, upon the authority of Joseph M. Key, B. A., of Cambridge University, and other eminent authorities, that their system of education is superior to that of most countries. There, Sir, they have their Catholic schools and their Protestant schools, and they do not clash, but work together harmoniously; and when their principles are put to the test, Catholics are not found to be less loyal or worse men on account of their religious education. In the late war between Prussia and Austria, which might be said to be a war between Catholics and Protestants, on the bloody field of Sadowa, we find that the Prussian Catholic soldier fought beside his Protestant fellow subject, and shed his blood in defence of his native country, against the Catholic soldiers of another, with a valor and loyalty which could not be exceeded were a defective system of secular education forced upon him against his conscience and inclination. The system of religious education is far above the present system, and if hon. members would only take the trouble to educate their constituents up to a proper standard on this question, they would find themselves in a position to be able to frame a law which would hand down their names to posterity for benediction, and cause the rising generation, who would reap its benefits, to rank high in the scale of intelligence and moral worth. I repeat, Sir, if hon. members, instead of indulging in unworthy recrimination, would bend their minds to the consideration of this subject, and use all their efforts to perfect the system, they would have the good satisfaction of seeing a class of children grow up around them, who in every point of view would be a credit to the country, and who could be relied on in a time of danger and trusted in the ordinary transactions of life, for their studies trained up under the present system. Believing as I do, in the connection existing between the crime of a country and the education of its people, I am prepared to maintain, that if a proper system of religious education were carried out, there would be an improvement in the morality of the youth of the country, and consequently a saving to the State of a vast amount which is now expended for the suppression of crime. Under a merely secular system, the criminal calendar shows a lamentable state of affairs—we need go no farther than the Journals of this Island to ascertain, that while we pay fourteen thousand pounds in the course of a year to educate the youth of this country, the same amount is required to keep the people in order. These are my views, Sir, which I would humbly hope are worthy the consideration of the Legislature and the country. In regard to the Bill before the House, I may say that the amendments proposed are improvements in the right direction, notwithstanding the cavillings which have been raised. One hon. member, for example, has objected to the clause which contemplates giving five pounds extra to those who would teach the French language, because he thought it was a provision intended for the benefit of the Académie Française. Considering his narrow disposition, I could not expect anything better or more liberal from him, but I should expect something better from others of his party with more enlightened views. After the fall of Louisburg, the French Colonists were driven from their homes in their beloved Acadia, with a barbarity unparalleled in history. Some of their descendants have found a home in this Colony, and the member for Murray Harbor would wind up the barbarity of the Eighteenth Century by robbing them of their language.

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Mails for Great Britain, Newfoundland and the West Indies, every alternate Monday and Wednesday evenings, at 7 o'clock, as follows, viz:—
Monday, May 18, Monday, Sept. 7,
Wednesday do 20, Wednesday do 9,
Monday, June 1, Monday, do 21,
Wednesday do 3, Wednesday do 23,
Monday, do 15, Monday, October 5,
Wednesday do 17, Wednesday do 7,
Monday, do 29, Monday, do 19,
Wednesday, July 1, Wednesday, do 21,
Monday, do 13, Monday, Nov. 2,
Wednesday, do 15, Wednesday, do 4,
Monday, do 27, Monday, do 16,
Wednesday, do 29, Wednesday, do 18,
Monday, Aug. 10, Monday, do 30,
Wednesday, do 12, Wednesday, Dec. 2,
Monday, do 24, Monday, do 14,
Wednesday, do 26, Wednesday, do 16.

Mails for Summerside, St. Eleanor's, and Beedon, to be forwarded per Steamer, will be closed every Tuesday and Friday evening, at 7 o'clock.
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Mails to be registered and newspapers must be posted half an hour before the time of closing the mails.
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May 4, 1868.

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TERMS, per Quarter of TWENTY FOUR LESSONS.—Music, £2; French, £1 10s.
A deduction of 10s. per quarter to pupils taking Lessons in both Music and French. For further particulars apply to Mrs. MACDONELL, Versailles Cottage, Cumberland Street, near the St. Peter's Road.
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Copper do, Lead,
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Bait Mills, Bread,
Jig Mills, Hooks,
Jig Raps, Peas,
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Clam Choppers, Pork,
Threading do, Lard,
Mackerel Jigs, Tea,
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He also possesses superior facilities for inspecting, packing and shipping Mackerel, Herring, Codfish, &c.
N. B.—THE HIGHEST PRICE paid for all kinds of FISH.
I. C. HALL.

Cheapest School Books
AT
LARRY'S BOOKSTORE,
Sept. 7, 1868.

BAIT MILLS!

RECEIVED ON CONSIGNMENT—
25 BAIT MILLS warranted of excellent workmanship, which will be sold VERY LOW.
H. E. STARBIRD, & CO.
June 15, 1868.

BUTTER SALT.
250 Bags BUTTER SALT.
For sale by
CARVELL BROS.
May 18, 1868.

POGIES.
100 Bds. POGIES.
For sale by
CARVELL BROS.
May 18, 1868.

SOLE LEATHER.
100 Sides No. 1 New York SOLE LEATHER.
For sale by
CARVELL BROS.
May 18, 1868.

MOLASSES & SUGAR.
50 Hds. MOLASSES,
20 Hds. SUGAR.
For sale by
CARVELL BROS.
May 18, 1868.

DOMINION VINEGAR!
25 BLS. Dominion VINEGAR, (a choice article).
For sale by
CARVELL BROS.
May 18, 1868.

TOBACCO.
40 BOXES CAVENTISH TOBACCO,
for sale by
CARVELL BROS.
May 18, 1868.

BROOMS & PAILS.
40 DOZEN BROOMS,
40 DOZEN PAILS.
For sale by
CARVELL BROS.
May 18, 1868.

MAILS.
Summer Arrangement.

THE Mails for the United Kingdom, the neighboring Provinces, the United States &c., will, until further notice, be closed at the General Post Office, Charlottetown, as follows, viz:—
For Canada, New Brunswick, and the United States, via St. John's, every Tuesday and Friday evening, at 7 o'clock.
For Nova Scotia, via Pictou every Monday, Wednesday, and Friday evening, at 7 o'clock.
Mails for Great Britain, Newfoundland and the West Indies, every alternate Monday and Wednesday evenings, at 7 o'clock, as follows, viz:—
Monday, May 18, Monday, Sept. 7,
Wednesday do 20, Wednesday do 9,
Monday, June 1, Monday, do 21,
Wednesday do 3, Wednesday do 23,
Monday, do 15, Monday, October 5,
Wednesday do 17, Wednesday do 7,
Monday, do 29, Monday, do 19,
Wednesday, July 1, Wednesday, do 21,
Monday, do 13, Monday, Nov. 2,
Wednesday, do 15, Wednesday, do 4,
Monday, do 27, Monday, do 16,
Wednesday, do 29, Wednesday, do 18,
Monday, Aug. 10, Monday, do 30,
Wednesday, do 12, Wednesday, Dec. 2,
Monday, do 24, Monday, do 14,
Wednesday, do 26, Wednesday, do 16.

Mails for Summerside, St. Eleanor's, and Beedon, to be forwarded per Steamer, will be closed every Tuesday and Friday evening, at 7 o'clock.
Mails for Georgetown and Souris per Steamer, every Friday evening, at 7 o'clock.
Mails to be registered and newspapers must be posted half an hour before the time of closing the mails.
THOMAS OWEN, P. M. G.
General Post Office, Charlottetown.
May 4, 1868.

To Fishermen.
MACKEREL BARRELS AND SALT.
Apply to
J. C. TOPE.
Aug. 17, 1868.

MUSIC AND FRENCH!
TERMS, per Quarter of TWENTY FOUR LESSONS.—Music, £2; French, £1 10s.
A deduction of 10s. per quarter to pupils taking Lessons in both Music and French. For further particulars apply to Mrs. MACDONELL, Versailles Cottage, Cumberland Street, near the St. Peter's Road.
Ch'town, Aug. 3, 1868.

JUST RECEIVED!
Per Amphion:
CHESTS and HALF CHESTS prime Congo TEA.
For Sale by
G. & S. DAVIES.
July 6, 1868.

9 BALES English ROOM PAPER.
For Sale by
G. & S. DAVIES.
July 6, 1868.

169 PACKAGES PAINTS and OILS;
For Sale by
G. & S. DAVIES.
July 6, 1868.

480 PAIRS Ladies' and Misses' Summer BOOTS and SHOES, (different varieties) Prunella BOOTS, 4s. 6d. and upwards.
G. & S. DAVIES.
July 6, 1868.

DAMAGED PRINTD COTTONS,
2,000 Yards to be sold at a bargain.
G. & S. DAVIES.
July 6, 1868.

2 BAGS CORKS, (100 Gross Each.)
G. & S. DAVIES.
July 6, 1868.

COPPER PAINT!
THE SUBSCRIBER keeps constantly on hand a supply of
Tarr & Wanson's Copper Paint,
an article which has given the greatest satisfaction to all who have used it. It possesses superior qualities for effectually preventing the accumulation of foul matter, such as Worms, Barnacles, Grass, &c., on the bottoms of Vessels or Boats, when properly applied.
I. C. HALL.
Charlottetown, Sept. 21, 1868.

Fishermen's Outfits!
1868.
THE Subscriber is prepared to furnish all the necessary outfits for prosecuting Vessel or Boat Fishing, such as—
Salt, Ditty Boxes,
Barrels, Lanterns,
Porgies, Hinnacle Lamps,
Clams, Lamp Wicks,
Mackerel Hooks, do Chinnyes,
C