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EDUCATIONAL COLUMN.

EDITED BY INSPECTOR M'CORMACK.

NUGGETS.

I. Under the heading "Book Review" are given some valuable hints on the teaching of Primer classes. It is of the greatest importance that right method be followed in the teaching of the lowest classes.

II. Give all your classes some supplementary reading. Pupils get weary reading over and over again the text books. By selecting interesting articles from magazines, or newspapers and having your pupils read them aloud the quality of the reading will be much improved.

III. An extended popular plebiscite on the "hundred best books" for children was taken recently in England. The result placed "Robinson Crusoe" at the head of a list by a nine-tenths vote, while Hans Anderson's "Tales" stood second, and "Alice in Wonderland" third. Such is the expression of what may fairly reckon "the common sense of most", and its soundness will be challenged by few.

IV. The manager of an immense business declares that it costs his house \$20,000 a year simply to correct errors in invoices and other papers—mistakes due to poor writing and poor English, for which employees are responsible. "Some stenographers need but the idea to turn out a perfect letter," said he, "while others are a means of grace because they try the patience." The money lost because of ignorance and carelessness in that single house would pay the salaries of a considerable body of teachers in primary schools whose pupils are supposed to learn how to write plainly and speak correctly. No business man can afford to have his establishment consid-

gradually, though unconsciously, is the power of each letter acquired, and the ability to recognize words readily is merely a matter of time and practice. (7) But, from the first, certain words which it is necessary to use in forming intelligent sentences, are learned at sight. These words, however, are also, at the proper stage, subjected to sound analysis. (8) For a few words that are phonic anomalies, such as one two, eye, said, who, rough &c the sight method only is employed. (6) The words employed are such as the child has been accustomed to work at home and new words are introduced gradually and with great care.

Messrs McKinlay have in press Infant Reader No I and I Reader and often and other books of the Series are in preparation. I have no doubt but that the series will be are of the best issued in Canada.

II In the Introduction to Primer Part I an given many valuable hints to teachers. I take the liberty of quoting a few of them here.

"It is not best to use a book at first, possibly not for one, two or even three months. Use the blackboard, and, after a time, charts if suitable one's are provided. Began, in all cases, with a few conversational lessons. Oral language has a meaning for the child at home, and its use should be continued in the school-room, until the child talks freely with the teacher will thus discover what interests the child at home, and the child will learn to transfer some of the home thoughts and home feelings to the school. Let the conversation lessons begin with the study of a picture, the picture, for instance of a baby, a hen, a horse, a cat, a dog, &c" and lead the child to talk frankly and unreservedly with you about what the picture represents and suggests.

After half a dozen or more conversational lessons the board may be used,

does the brother do?" "Where does the brother work?" "On what street?" "On what part of the street? &c., &c. Let writing and drawing be begun as early as reading. When a new word is learned, have it written.

A SPELLING LESSON.

Radi, raisins, ravenous, razor, rebel, receipt, recipe, recital, recollect, rectory, reflector, rehearsal, reindeer, relics, relieved, remembrance, renegade, repaired, reprove, reproach, rescind, rescue, rescuing, reservoir, retail, reveille, review, reverie, rhapsody, rhetoric, rheumatic, rhombus, rhyme, ricochet, ripples, route, rue, rhubarb, rutilant, ruthless.

EDUCATION AS A NECESSITY.

One of the signs of the times is the rapidly growing recognition of the necessity of thorough education in all branches of practical work. The necessity of training for the professions has been recognized for centuries; but it has been assumed, especially in this country, that success in practical pursuits depended on natural sagacity and force.

In Europe, where competition is keener and natural opportunities are not so great, people have been learning very rapidly in the last two generations that the man in business needs education quite as much as the man in the professions or the arts. Germany, so long the home of scholarship for its own sake, so easily the educational leader of the world, without lowering the standard of her inventions, has been supplementing them with a series of technical institutions directed specifically to teaching men how to apply science to business.

England has felt keenly the competition of Germany during the last two decades; and it has been a matter of discussion in the newspapers, of notes of warning from English consuls from all parts of East and South America, and of anxious deliberation in Parliament and out of it.

The rapid growth of Germany as a commercial nation has been due, as the English believe, to the superiority of its commercial and technical education. That education is of recent origin; but with their immense experience as educators and with their keen perception of the opportunities which we offered to modern Germany, the Germans have developed their education on the practical side with great rapidity and with characteristic thoroughness. Through their technical schools the Germans have been able to avail themselves practically of their resources in the way of scientific knowledge; through their commercial schools they are training themselves for the specific work of business in all parts of the world. To meet a competition which is essentially educational in its origin and character, the English have been organizing technical and commercial education. A number of institutions have been opened in different parts of the country during the past few years; and the establishment of the new University at Birmingham, the great manufacturing metropolis of England, marks another stage in this movement. If the object of this institution were to substitute a purely practical or "bread and butter" ideal of education for the spiritual ideal which has so long prevailed at Oxford and Cambridge, it would be looked upon

with distrust and misgiving; but Birmingham does not mean to compete with the older universities. The new institution will not develop a new ideal of education, but give opportunities of education along practical lines for practical men men who cannot secure the advantages of the older and more generous culture. Mr. Chamberlain, who has taken a great interest in the enterprise, says that it is proposed to create at Birmingham a school of universal learning, but it is easy to see that the new institution is devised by practical men to work along practical lines. Philosophy, the classics, mathematics, history, and physics will have but a small place in the teaching field of the new institution, but the applied sciences medicine, surgery, public health, will concentrate the great bulk of the leading energy and force. Special attention is to be paid to the department of commercial education commercial law, geography, political economy as it relates to commerce, and the modern languages. This is a broadly utilitarian conception and if it were aggressive, it might seem to jeopardize the higher interests of English civilization, but it is apparently the working down of education from the higher to the lower branches, in recognition of the fact that not only the man in the arts and professions needs education but the man in business as well.—The Outlook.

WHAT IS EDUCATION?

Herbert Spencer tells us in one short pregnant sentence that the function of education is to prepare us for complete living.

A true chord is touched by Sydney Smith when he urges the importance of happiness as an aid to education. He says, "If you make children happy now, you make them happy twenty years hence by the memory of it."

Equally wise are the words of Sir John Lubbock: "Knowledge is a pleasure as well as a power. It shall lead us all to try with Milton to behold the bright countenance of truth in the still air of study."

GEO. J. M'CORMACK, Inspector of Schools.



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Sir Louis Davies and the Secrecy of the Ballot.

This section of the Dominion Election Act was in the bill as it was introduced by the Government of which Sir Louis is a member; and the Patriot declares that it "practically destroys the secrecy of the ballot."

"In the Province of Prince Edward Island, if any person desires to vote, whose right to vote is objected to on the ground of want of qualification, and if a candidate or any agent of a candidate or (in the absence of such agent) any elector acting in the interest of a candidate, so objects in the presence of the elector, the deputy returning officer, in addition to placing his initials on the back of the ballot paper, as provided by section 70, shall also place on, the back thereof a number corresponding to that placed opposite the voter's name on the poll book.

Here are sub-sections 5 and 8 of section 96, safeguarding the secrecy of the ballot, with Sir Louis Davies' attempted amendment in italics:—

Sub section 5. No candidate, officer, clerk, agent or any other person shall communicate at any time to any person any information as to the number on the back of the ballot paper given to any voter at a polling station, except to a court or judge lawfully requiring him so to do or attempt to ascertain at the counting of votes the number on the back of any ballot paper; but this provision shall not apply to ballots marked in accordance with sections 67 and 74 of this Act.

Sub sec. 8. Everyone who violates any of the provisions of this section shall be guilty of an indictable offence, and liable to a penalty not exceeding two hundred dollars, and to imprisonment for any term not exceeding six months, with or without hard labor, in default of payment of such penalty.

ered a post graduate school for fundamental work in reading, writing, and arithmetic.

BOOK REVIEW.

I The Empire Reading Series, Prime Parts I and II, Halifax: A & W McKinley. Messrs A & W McKinley have just issued from their press the Primers of a Series of Readers called "The Empire". The plan of these Primers is a simple and natural one. (1) The picture of an object is used to get the name of the object. (2) The written printed word is associated with the picture of the object, and becomes known as indicating the spoken name of the object. (3) The spoken word or name is analyzed into its elementary sounds (4) These sounds are expressed by their symbols, the written or printed letters of the alphabet. (5) The sounds obtained from words used as the names of objects are employed to build other words, (6) The names of the letters that represent the sounds are then given, and the child begins to build words by means of those letters or rather by means of the sounds which the letters represent. Thus,

and later the charts. The lessons may be modeled after those given in this Primer, but much worst be supplied by the teacher. It is of the utmost importance that, in the early stages the work be done very slowly and very thoughtfully, with frequent repetitions of previous lessons.

In all the lessons of the first three or four books let through drill, both in the sight and the sound words, be given on the board before the reading is attempted. For if the pupil is frequently meeting with words which he does not recognize, his reading is almost sure to be stammering, drawing and expressionless.

In the analysis of words into their sounds, begin with words of only three letters, in which all the letters are sounded, the first and last letters are consonants, and the middle letter a single vowel.

Teach children to read as they would speak—to tell you what the written or printed word say. But do not read for them. If you do they will merely imitate without making the slightest effort to understand, or to express the meaning of the words.

[If you must read for them, read the whole selection and it will be less easy for them to copy than if you read a single sentence]. By means of questions get them to tell what the printed words say. For example, in the sentence, "My brother works today at the end of this street," ask them to read the sentence for the purpose of telling you who works at the end of the street, and naturally the emphasis will be put on the words "My brother". Follow with the questions, "What

Gentlemen,—While driving down a very steep hill last August my horse stumbled and fell, cutting himself fearfully about the head and body. I used MINARD'S LINIMENT freely on him and in a few days he was as well as ever. J. B. A. BEAUCHEMIN, Sherbrooke.

National Wheels. Carnivals, Scotsman, 20th Century, E. & D., Columbia Hartfords have had a large sale in Charlottetown. We are still viceceing the above daily. Look them over—Write for catalogue. Repair supplies—Second Hand Wheels. Mark Wright & Co., Ltd.