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**PARLIAMENT MEETS**

FEBRUARY 1st.

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In view of the approaching session of the Dominion Parliament, THE GAZETTE will be sent to new subscribers daily for Three Months for One Dollar.

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**EDUCATIONAL COLUMN.**

Edited By Inspector McCormac

**SUGGESTIONS.**

1. Among teachers who teach grammar or profess to teach it, there are these two classes: (1) Those who teach the subject, and (2) Those who teach a textbook on the subject.
2. Always see that written work is done neatly.
3. The teacher's business is to help the learner to teach himself. Avoid doing the work for the pupil; teach him in such ways as will help him to teach himself; lay out the work for him, supply motive for self-exertion, develop power of self-criticism.
4. The teacher who is peevish or whines or scolds his pupils becomes a target for their disrespect, and authority is disregarded. The one who has a sharp, stinging tongue, who tweaks an ear now and then, or commits some other personal indignity,—provokes righteous indignation and authority becomes synonymous with cruelty.
5. Mr. Huxley has said: "No system of education is worthy the name of national, unless it creates a great educational ladder with one end in the gutter and the other in the university."
6. Scholars should not be kept in at recess. It is not play alone that those so detained are deprived of, but of that necessary physical exercise and relaxation from mental affliction which the young so require.
7. It is a temptation when a pupil is in trouble with his lesson to help him out with it, but it certainly is a mistake on the teacher's part to give any help until his pupil has first made an earnest attempt to help himself.
8. Many children, if they learn good breeding at all must learn it at school so endeavor to make school the district centre of good manners and politeness.
9. The "thank you's" and "if you please" are important items in school discipline.
10. Four essential qualifications of a good teacher:
  1. Pure and upright moral character.
  2. Scholarship.
  3. Ability to impart instruction.
  4. Good governing powers.

**EDUCATION OF THE MASSES.**

Mr. E. J. Memory, in the last number of "Brain's Iconoclast" says: "Even a little education is an exceedingly dangerous thing and a thorough education of the masses is still more dangerous, not to its possessors, but to the actual, or would-be oppressors. It is dangerous to the power and influence of the politician who can more easily control the votes of a densely ignorant class of men than he can of those who have the ability to think for themselves. Popular education of the masses is also dangerous to the aspirations of the trust magnate, railroad baron, money king, and the codfish aristocrats who would establish a plutocratic oligarchy on the ruins of the republic and reduce the people to a condition of serfdom and industrial slavery. Thanks to popular education, the day is not far distant when the reign of the plutocrats and labor crushers will cease, and the curled darlings and pampered sons of luxury will be compelled to do their share of the work of the world. Learning, says Hume, is the only remedy to ignorance and superstition. Ignorance and superstition have always been the mainstay of despotism, industrial or otherwise, and it is entirely due to popular education that the day of emancipation of the masses from industrial servitude and despotism will soon dawn. The public school is here to stay and will not be made a school for the classes instead of for the masses. It is firmly fixed and will endure as long as the cloud shadows fall on the mountains."

**MURRAY HARBOR SOUTH TEACHERS' INSTITUTE.**

The next meeting of the local institute of the teachers' of Lot 64, will be held in the hall at Murray Harbor South, on Saturday, Feb. 24th inst, at 2 o'clock, p. m. All the teachers from the surrounding districts are requested to attend. The following are the officers of the institute:  
President—J. J. McPherson, Murray Harbor School.  
Vice President—Louis Brehaut, Guernsey School.  
Treasurer—Miss Katie Shaw, Murray Harbor South School.  
Secretary—Miss Nina Lowther, Murray Harbor South School.  
Executive Committee—Miss Shaw, Miss Flora McPhee, Oliver Beck, Henry Phillips and Cecil Prowse.

**SELECTIONS.**

**Hurry and Dispatch.**—No two things differ more than hurry and dispatch. Hurry is the work of a weak mind, dispatch of a strong one. A squirrel in a cage, is laboring eternally, but to no purpose, and in constant motion without getting on a jot; like a turnstile he is in everybody's way, but stops nobody; he talks a great deal, but says very little; looks into everything, but sees into nothing; and has a hundred irons in the fire, but very few of them are hot, and with those few that are, he only burns his fingers.

**Doubt the Threshold of Wisdom.**—Doubt is the vestibule which all must pass before they can enter into the temple of wisdom; therefore, when we are in doubt, and puzzle out the truth by our own exertions, we have gained a something that will stay by us, and which will serve us again. But, if to avoid the trouble of the search, we avail ourselves of the superior information of a friend such knowledge will not remain with us; we have not bought but borrowed it.

**Wit Without Knowledge.**—Wit without knowledge is a sort of cream which gathers in a night to the top, and by a skilful hand may be soon whipped into froth; but once skimmed away, what appears underneath will be nothing but refuse.

**Mental Pleasures.**—They never cloy; unlike those of the body, they are increased by repetition, approved of by reflection, and strengthened by enjoyment.

**Importance of Punctuality.**—Boileau is said to have been very exact in keeping his engagements at dinner, remarking that the quarter of an hour which a person makes a company wait for him at dinner is employed in finding out his faults, or inventing some for him.

**The Power of Latin.**—An American paper records that Andrew Jackson was once making a stump speech out west, in a small village. Just as he was concluding, Amos Kendall, who sat beside him, whispered, "Tip 'em a little Latin; General; they won't be content without it." Jackson instantly thought upon a few phrases he knew, and in a voice of thunder, wound up his speech by exclaiming, "Epluribus unum—sine qua non—ne plus ultra—multum un parvo." The effect was tremendous, and the shouts could be heard for many miles.

**The Power of Idleness.**—It is a mistake to imagine that only the violent and passive, such as ambition and love, can triumph over the rest. Idleness, languid as she is, often masters them all; she indeed influences all our designs and actions, and insensibly consumes and destroys both passions and virtues.

—1900—

It is now opportune for teachers to explain to their pupils why 1900 is not a leap year, although divisible by four. Under the Gregorian calendar the year consists approximately of 365 days, 5 hours, 49 minutes and 12 seconds. The accumulated surplus over and above the 365 days amount, in the course of a century, to 24 1/2 days. Were every fourth year declared a leap year, there would be 25 days shortage for every century. The arrangement in practical use allows 24 leap years each for three consecutive centuries, and then gives the fourth century 25 such days. So the twentieth century will be one day longer than the nineteenth as the twenty-fifth leap year which is assigned to every fifth century is brought into the calendar of the year that is divisible by 400.

**THE CRIME OF A CRAMMING SYSTEM.**

In the January number of Ladies Home Journal, Mr. Edward W. Bok, has a very forcible article on the American method of educating children under fifteen years of age. Mr. Bok says no child should go to school before he is seven years of age. He reminds us that yearly many thousands of children are moved from school because "their minds are incapable of going on any further in the internal cramming system which exists to-day in our schools. 'The ufo tonate,' says Mr. Bok, 'is compelled to spend hours in study at night, although warning has been again and again sounded that the fresh mental interest of the child of seven cannot be advantageously held for more than eight consecutive minutes at a time on any one subject. It has been proved that the health of the child between seven and ten cannot stand more than thirty five minutes of study during any single twenty-four hours.'

"We are constantly admonishing business men that they must not continue their work after nightfall. Physicians warn men of this, and wives echo the warning to their husbands. 'Burning the candle at both ends' has killed almost as many men as liquor, say investigators. No one will dispute the assertion. Men of common sense know that night work

after a day of business is vitally injurious. Yet in their own homes is presented almost every evening the sad picture of children poring from one to two hours over lessons for the next day. And while the lesson is to the child exactly what the business problem is to the man, we warn men of mature growth against the very thing which we allow children to do. What a superbly consistent people we are, to be sure!"

"What to demand of our school system is the first step, and if a child, when he reaches the age of fifteen, has been taught to read aloud pleasantly and intelligently, to write legibly, to spell correctly, to express himself clearly in a letter, to count accurately, to use his mind himself, to use his fingers so that his hands will be a help to him in earning his living—that is all that should be expected of the child, either boy or girl. That is enough for seven years' learning in the great formative period of life.

"There must be shorter hours and an absolute abolishment of home study before the age of fifteen, and even after fifteen no evening study beyond an hour.

"Our children must no longer be the prey of ignorant and conscienceless politicians who either control our boards of education or are a part of them—men absolutely unfitted for such work as that intrusted to them. How to get these reforms for their children is the next step. They can come only through closer cooperation of home and school. The teacher and parent must come closer together. That is the root of the present evil. One means toward this end lies in frequent conferences between mother and teacher, as is the practice in one school of which I know. The teacher must better know the timber she is seasoning."

**EDUCATION FOR LIFE.**

"Education for life" is the cry—surely a worthy one. It means, we generally assume, that some studies should be dropped from the curriculum and others substituted. True it is, no doubt, that the boy will be better educated if he study things that touch upon the every day affairs of life than if he study things that are simply puzzles. And yet it were better by far that a boy study the inscription on a Chinese wash-check, and study it thoroughly and laboriously, than he study business arithmetic and natural science in a shipboard, lackadaisical manner.

Business men complain, not that the schools fail to educate young men and women in the intricacies of complicated book keeping, but that they fail to train the pupils to add a column of figures correctly and quickly; not that graduates of the schools cannot deal with profound problems in business management, but that they cannot write clearly and neatly a simple business letter and punctuate it correctly, not that they are lacking in originality and versatility but that they do not know what it means to do exactly what they are told.

Teachers, if you would do the greatest possible service to your pupils and to the work they are to enter, devote yourself earnestly and unceasingly to train them in habits of neatness and absolute accuracy in everything they undertake to do. Waste no time in lamenting that you cannot teach them many things; be satisfied to teach them a few things thoroughly and well. For be sure that thus you will give them the best education for life.

**PROBLEMS IN ARITHMETIC.**

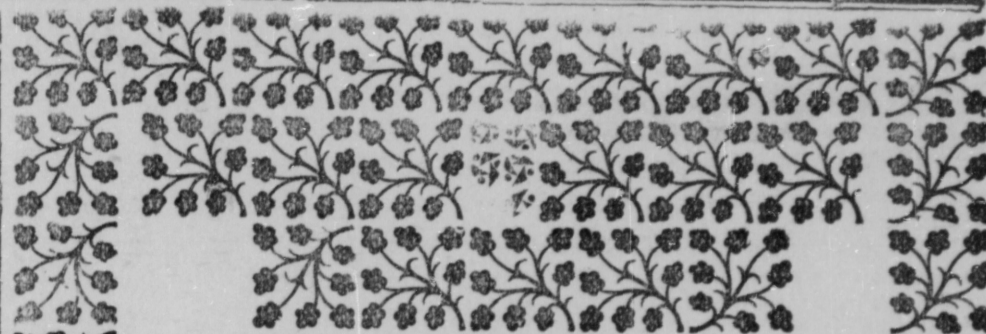
1. The distance from the top of a post, six feet high, standing in a yard, to the top of a building on one side is 150 feet, to the top of a building on the other side is 140 feet high; the first building 120 feet high, and the second 100; what is the width of the yard. Answer 201-22 feet.
2. Bought 50 shares of stock \$100 each, at 80 per cent; received a dividend of 4 per cent, did I gain or lose, and how much? Answer, \$300 gain.
3. Find the cost of a pile of wood 60 feet long, 8 feet high, 4 feet wide, at \$2.37 1/2 per cord. Answer \$35.625
4. A man has two silver cups and only one cover. First cup weighs 12 ounces; if covered it will weigh twice as much as second cup, but if second cup be covered it will weigh three-and-one-half times as much as first cup; required weight of second cup and cover. Answer, cup 18 oz, cover 24 oz
5. A fox is 50 leaps ahead of a hound, and takes 5 leaps to the hound's 4; if 2 of the hound's leaps equal 3 of the fox's, how many leaps must the hound take to catch the fox? Answer, 200 leaps.
6. King's County has an area of 643 square miles, how many acres does it contain?
7. Queen's County contains 486,400 acres, give its area in square miles.
8. If the area of P. E. I. is 2133 square miles, how many acres does it contain?
9. The revenue and expenditure of this province for the year 1860 were respectively £43,133, 13s, 5d and £61,794, 12s, 9d. Express in dollars and cents the difference between revenue and expenditure for the year 1860.

G. J. MCCORMAC, St. George's, Feb. 10th, 1900.

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