

# The Daily Examiner.

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NEW SERIES.

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### ALMANAC FOR OCTOBER, 1885.

MOON'S CHANGES.

Last Quarter 1st day, 7h. 17m., a. m.  
New Moon 7th day, 3h. 19m., a. m.  
First Quarter, 15th day, 9h. 5m., p. m.  
Full Moon, 23rd day, 5h. 19m., p. m.  
Last Quarter, 30th day, 1h. 45m., p. m.

DAY OF WEEK	Sun	Moon	High	Days
	rise	sets	water	len. h.
1 Thursday	6 35	36 10	57 3	45 11 33
2 Friday	5 34	34 10	57 5	10 29
3 Saturday	6 20	1 0	25 6 37	23
4 Sunday	8 20	1 27	7 53	32
5 Monday	9 28	2 43	8 27	19
6 Tuesday	10 26	4 1	9 33	16
7 Wednesday	12 24	5 12	10 14	12
8 Thursday	13 22	6 22	10 52	9
9 Friday	14 20	7 29	11 28	6
10 Saturday	16 18	8 34	morn	2
11 Sunday	17 16	9 36	0 5	10 59
12 Monday	18 14	10 34	0 41	56
13 Tuesday	20 13	11 26	1 20	53
14 Wednesday	21 11	12 14	2 0	50
15 Thursday	23 9	0 57	2 48	46
16 Friday	24 7	1 35	3 45	43
17 Saturday	25 5	2 9	4 50	40
18 Sunday	27 4	2 40	6 6	37
19 Monday	28 2	3 9	7 11	34
20 Tuesday	29 0	3 37	8 6	31
21 Wednesday	30 4	4 5	8 50	27
22 Thursday	31 2	5 33	9 31	24
23 Friday	32 1	6 5	10 10	21
24 Saturday	34 1	7 10	10 47	18
25 Sunday	35 1	8 24	11 26	15
26 Monday	36 0	9 14	12 7	12
27 Tuesday	38 4	8 8	0 49	9
28 Wednesday	39 4	9 10	1 36	9
29 Thursday	41 4	10 17	2 28	3
30 Friday	43 4	11 26	3 32	0
31 Saturday	6 45	12 42	morn	4 49 9 57

### NOTES.

The Duchess of Edinburgh's birthday, the 17th.  
The battle of Trafalgar (1805) the 21st.  
Stafford Northcote's birthday (1818) the 27th.  
In this month the mornings decrease 51 minutes; the afternoons 1 hour, 3 minutes.

### THE RAILWAY TIME TABLE.

For the convenience of the travelling public, we have carefully arranged the following table of arrival and departure of trains on the P. E. Island Railway, according to local time:—

Going West.	A. M.	A. M.	P. M.
Charlottetown	6 47	9 12	4 02
Royalty Junction	7 02	9 47	4 23
North Wiltshire	7 37	10 39	5 09
Hunter River	7 47	10 55	5 22
Bradabane	8 12	11 32	5 57
County Line	8 19	11 43	6 07
Freestown	8 29	11 59	6 22
Kensington.			
depart	8 42	12 22	6 42
arrive	9 07	12 57	7 12
Summerside.			
depart	9 27	2 37	
Misconche	9 42	3 00	
Wellington	10 01	3 29	
Port Hill	10 29	4 20	
O'Leary	11 22	5 42	
Alberton	12 05	6 57	
Tignish	12 42	7 47	
From West.			
Tignish	2 07	6 47	
Alberton	2 45	7 57	
O'Leary	3 29	9 02	
Port Hill	4 20	10 29	
Wellington	4 49	11 16	
Misconche	5 07	11 44	
arrive	5 22	12 07	
Summerside.			
depart	5 42	1 12	6 57
Kensington	6 07	1 49	7 29
Freestown	6 22	2 12	7 49
County Line	6 32	2 27	8 03
Bradabane	6 38	2 37	8 12
Hunter River	6 47	2 45	8 47
North Wiltshire	7 12	3 32	9 01
Royalty Junction	7 47	4 32	9 47
Charlottetown	8 02	4 52	10 07
Going East.			
Charlottetown	7 07	4 17	
York	7 43	4 44	
Bedford	8 04	4 57	
Mount Stewart	8 37	5 22	
Morell	8 57	5 37	
St. Peter's	9 42	5 56	
St. Peter's	10 15	6 17	
St. Peter's	11 07	6 52	
Souris	11 57	7 22	
Mount Stewart	9 02	5 32	
Cardigan	10 15	6 25	
Georgetown	10 37	6 42	
From East.			
Souris	6 47	2 12	
St. Peter's	7 17	3 02	
St. Peter's	7 52	3 54	
Morell	8 42	4 27	
Mount Stewart	8 42	5 17	
Bedford	8 47	5 37	
York	9 12	6 14	
Charlottetown	9 26	6 35	
Georgetown	9 52	7 12	
Cardigan	7 32	3 37	
Georgetown	7 49	4 00	
Mount Stewart	8 42	5 12	

## THE "REAUME" PLOW.

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### The Hygiene of Schools.

A PAPER READ BEFORE THE TEACHERS IN CONVENTION BY JAMES MACLEOD, M. D.

(Concluded.)

MENTAL WORK should be made pleasant to very young children, but in the school-room, as in the outer world, work is not always along a flowery path, work means labor and toil, and these are not always agreeable. A sense of duty and the prospect of final success are impelling motives powers that should not be neglected in the school, more especially as regards the older children. The habit of engaging in unpleasant work, with a view to the result, cannot fail to have salutary effects in after life. While studies should never be made repulsive, nor beyond the powers of mind of the child, still they should present sufficient difficulties to make the child conscious and proud of their mastery. Overwork and too long hours are decidedly injurious.

#### THERE MUST BE VARIETY

in the studies; but that variety should be kept within due limits, as too great a diversity on the other hand is demoralizing to the mind. Physiologists assert that for children below seven years, two and a half hours per day should limit the hours of study; below ten years, three hours; below twelve, four hours, and the variety of studies to be properly engaged in during these hours can be inferred from the limits laid down by the same authorities as proper for a single lesson, viz: for a child from five to seven, fifteen minutes; from seven to ten years, about twenty minutes; for a child over twelve, thirty minutes. The limits thus set by physiologists to hours of mental work, are well illustrated and verified by the experience of the promoters of the half-time system in England and America. By this system children engage in school work for three hours per day instead of six, and are employed on farms or at some mechanical work for the rest of the time. These children are found to make as good progress in study as those who attend school for six hours a day. Is it not a misnomer therefore, to call that the "half-time system" would it not be more correct to call our six hours the "double-time system"? Not only would the children feel the benefit of shorter hours, but also parents, who could engage them in some productive employment, and lastly the teacher, who, under our present system, in country schools is frequently obliged to take his noon-day meal in the school-room—a practice which must eventually prove injurious to his health—also reap a benefit. When science and experience would it not be well to demand SHORTER HOURS FOR SCHOOL WORK, more especially for young children? Of course the limit of time does not apply to the older students, who can study for longer hours either in the school or at home, and whose success depends on long continued application. Instruction and education are too often regarded as synonymous; nay, more, instruction would usurp the place of education in our public schools. Every day one reads a charge of failure against our public school system, because, forsooth, the children educated in these are unable to pass highly creditable examinations for positions in banks, counting houses or some civil service appointment. This is only another phase of the heresy that would make our schools purely industrial schools; that would, pushed to its logical conclusions, put a miniature cotton mill or shoemaker's bench into the schools of children destined for the one or the other of these employments in after life. Why should a common school system of education be made subservient to the wants of the future bank clerk or civil service officer any more than to those of the artisan or mechanic? Mental Hygiene answers: All these are beside the purpose. Instruction, filling the mind with facts, has little or nothing to do with the business in hand. The object of all true education is to LEAD THE MIND TO THINK, TO REASON.

Imparted knowledge benefits little; that acquired by a process of reasoning and thinking on the part of the pupil very much. As in the physical growth, the child must assimilate the food given it in order to make it part and parcel of his physical framework, and as exercise of the whole body, as well as of digestion, is necessary to the attainment of physical strength and beauty, so also must there be the same process of assimilation, and the same constant exercise of all the intellectual faculties as well as memory, in order to the attainment of mental strength and beauty.

#### THE TRUE TEST

of the progress of children in our schools is not the amount of information in possession of each pupil, but how well each pupil can think and reason for himself.  
"Knowledge and wisdom, far from being one, Have oftentimes no connection; knowledge dwells in heads replete with thoughts of other men. Wisdom in minds attentive to their own Knowledge, a rude, unprofitable mass The mere materials with which wisdom builds, Till smoothed and squared, and fitted to its place, Does but encumber, whom it seems to enrich. Knowledge is proud that he has learned so much; Wisdom is humble that he knows no more."

There is "no royal road to learning," and it would be fatal to man's well-being if there were such a road. The learner must acquire habits of concentration and self-reliance; must discover that intellectual achievement requires self-denial, toil and perseverance; must learn the lesson:  
"How at the flaming forge of life Our fortunes must be wrought, And on its sounding anvil shape Each burning deed and thought."

The physical well-being of the child requires food in abundance and variety. This food is required not only as a producer of heat and as a reparer of waste tissue, but also for the purposes of growth. The London School Board recently reported that children in some districts "are unable to make satisfactory progress in their studies on account of being underfed and bloodless."

No such complaints can be made by our School Boards. The children of this Province, as a rule, show unmistakable signs of good living. As a healthy child is often hungry for food, so is he also

#### HUNGRY FOR INFORMATION.

He will spontaneously take in mental food—information—for at least twelve hours in every twenty-four. The organization of knowledge, the disciplining of his mental thought and activity, are what the true teacher will insist upon. I am aware that there is a materialistic school of teachers who make utility the test of all methods of education. Of this school Spencer and Huxley are the great exponents. Beyond the three R's these great masters of the agnostic and physical philosophy, would banish from the public school classes, and all kindred subjects, and introduce in their stead the physical sciences and such other subjects as bear directly on the pupil's future calling. The former they content as affording "merely intellectual gymnastics." They fail to show, indeed, they do not seem anxious to prove, that the study of the physical sciences in our schools will afford the same intellectual discipline as the study of classics is calculated to give. Spencer teaches that "getting a good livelihood depends in a great degree on his (the pupil's) knowledge of one or more of these sciences, not it may be a rational knowledge, but still knowledge though empirical." Chemistry is recommended to the future agriculturist for instance not as a subject of mental drill, but for its ulterior uses on the farm. Is not this another phase of the same fallacy that would put the industrial school into the school. If knowledge is empirical, if the child be made the mere recipient of useful facts, if the memory is to be loaded and the higher faculties of the mind allowed to lie fallow and neglected, if in short no breadth and depth of culture be aimed at, that child's mental Hygiene is sadly overlooked. Here again

#### EXPERIENCE ENDORSES THE TEACHING OF SCIENCE.

At a public test examination of two large classes of students, the one having studied the physical sciences exclusively, the other, in addition to these, having included in their course of study classics and general literature as well, it was found that the latter not only showed a better grasp of all their subjects, but had actually passed a better examination in these very sciences. The whole tenor of the materialist teaching is: get learning for its extrinsic marketable value; mental Hygiene says: get learning for its intrinsic value. The materialist says: get gold; Solomon says: get wisdom, and with all thy getting get understanding; wisdom is better than gold. The materialist says this is the age of steam, electricity, high pressure competition, and the survival of the fittest: the opposite and the truer teaching says: look higher than mere material gain, cultivate the mind and the moral faculty, seek truth for its own sake. The former kind of teaching is very popular, and apparently at present in the ascendant; but its aim is nevertheless low. Its tendency is to degrade the individual and the nation, and in the rule of life its teachings will be found not only irrational and false, but even in the end to defect its own object. The broader and higher the cultivation of the intellect, the surer of success—even material success—in the struggle for existence of the individual and the nation. To sneer at that education, therefore in our schools, as a preparation for life, whose chief aim is intellectual training and to give a preference to that whose tendency, if not its chief aim and object, is "to manufacture human tools wonderfully adroit in the exercise of some technical industry, but good for nothing else," is not only contrary to the dictates of common sense, but contrary to all the teachings of intellectual Hygiene. Besides, it would be impossible to teach these sciences without extensive apparatus. Teaching chemistry from books is worse than useless. If the physical sciences are to be taught in our common schools, let them be taught to the more advanced pupils, but not to the exclusion of classics and other subjects, included at present in our school curriculum. Let the preliminary education of the rising generation be as broad and comprehensive as possible, so that on leaving our schools each one, no matter what calling in life he may choose, may have free access, with strengthening powers, to the book of nature and the whole republic of science, and of letters, rich or poor, an equal and a fair start in the race of life. Why should classics be excluded from a boy or a girl's course of education? Huxley belittles the classics as a part of education, and gives a picture of the man "who shall never open or think of an author again, until, wonderful to relate, he insists upon submitting his son to the same process." The inference to be drawn is that those studies were useless to the father. Does that follow? Let me picture the man who never thought of examining the foundation of the house he lived in, until, wonderful to relate, he had decided upon building for his son an equally good one. How absurd it would appear to say that, because the foundation of the house is hidden and out of sight, it is therefore useless to the superstructure! So it is with a boy's mental training. He may not be conscious, in after life, of how much he owes to habits, whether good or bad, formed in school; but these are, notwithstanding, not any less potent factors in his intellectual habit of thought and action. It does not come within the scope of my paper to enlarge on the advantages of a classical education, except as a means of education. A thorough knowledge of our own language, which is derived so largely from the Greek and Latin, is best obtained through the study of these, and as an exact knowledge of the use and meaning of words is indispensable to the proper understanding of all scientific studies, an acquaintance with the classics would appear

to be very desirable, if not urgently necessary, prior to engaging in these studies. It is, moreover,

#### A PHYSIOLOGICAL FACT

that language has in the train of man a separate and distinct centre, and that he alone "possesses the marvellous endowment of intelligible and rational speech." The study of the classics gives the youth simply ideas, and these he must clothe in language wholly his own. His first attempts may be crude, but he will advance step by step in his facility of expression and in his command of language. All the faculties of his mind—memory, reason, judgment, imagination and conception (or taking, according to mental philosophers, the really fundamental intellectual functions, discrimination, similarity and retention)—are brought into full play by the exercise of translating and re-embodiment in forms of beauty, thoughts lying hidden in a dead language. In fine, this exercise constitutes a development of that noble faculty—to appropriate the beautiful language of Huxley himself—"by which man alone stands raised upon it as on a mountain top, far above the level of his humble fellows, and transfigured from his grosser nature by reflecting here and there a ray from the Infinite Source of Truth."

#### THE PUBLIC SCHOOL SYSTEMS

of different countries have been condemned by many, because, with the increase and greater perfection of schools, the average of misery and crime has not been diminished, and because, in countries like Germany, where the public school system has been brought to the greatest perfection, Socialism and political crimes are on the increase. The answer to these objectors is, that it is not enough to be intellectually and physically trained; that man has

#### A MORAL FACULTY,

requiring the most assiduous care in its cultivation, and when that is neglected the result can only prove a failure. The more enlightened and intelligent an immoral and vicious man or a woman is, the more dangerous to society he or she becomes, but of course that affords no argument against enlightenment and intelligence. If in a physical sense the air of the schoolroom should be pure, how much more in the moral! The pupil should be taught that moral laws are as binding and exacting as those which govern the physical world, and that the infringement of the one no less than of the other, is sure to be followed by evil consequences, and that on the other hand obedience to those laws will secure pleasure and happiness. The influences of the schoolroom should tend constantly to make the child love the pure and the true for their own sake, and abhor and avoid vice as repugnant to a healthy and well-cultivated moral sense. "Copying" on the part of the pupil, drilling scholars in a given lesson for mere display at public examinations (a custom it is to be hoped not very general) dilutes in the performance of duty, and every species of false pretense are demoralizing and far-reaching in their evil influence, for the habits of the school-room are apt to be the habits of after life. I know that the moral faculty is large in some children and small in others; that this is mainly a question of inheritance and home influence. But, happily, in no child is it entirely absent; and the feebler the display of it the greater the necessity for its careful nurture and development. The pupil must recognize his duties to himself, to his teacher, and to his classmates. These lessons, well instilled into his young and impressionable mind, he will carry with him into the larger world without.

#### IN CONCLUSION,

I may be allowed to bear testimony to the high character of our teachers in general, and to say that they are actuated by a high sense of duty, and though often discouraged by the many difficulties incident to their profession, that they appreciate their calling as one of the

#### NORLEST IN WHICH MAN OR WOMAN CAN ENGAGE

I have only been able to touch, and that very lightly, the fringe of a great subject. I have endeavored, though briefly, to show that the physical well-being of the pupil depends upon pure air, light, nutritious and wholesome food and needful exercise; that this food conduces to healthful growth only in so far as the system has power to digest and assimilate it; that to secure perfect strength and perfect physical development, not one set of muscles, but all the muscles of the body must be called into active play; that in like manner mental strength and symmetry can be obtained only by calling forth and exercising all the mental powers; that the exclusive study of the physical sciences are inadequate to the accomplishment of this great end; that the study of classics, which present the most perfect forms in which human thought has ever yet been embodied, is well calculated to promote healthy mental development; that the moral faculty, weak though it may appear in some pupils, is capable of being called into vigorous and healthy exercise by the well-directed efforts of parents and teachers; and that the aim of every teacher should be the physical, intellectual and moral well-being of the pupil, thereby laying the foundation of a noble manhood and womanhood. But we must all remember that, though the teacher should arrive at the summit of his loftiest ideal, he has only brought those committed to his charge to the threshold of that higher and invisible life—man's highest destiny—to attain which needs more than human instrumentality.

For "ours alone can never prevail,  
To reach the distant coast,  
The breath of Heaven must swell the sail,  
Or all the toil is lost."

In yesterday's issue, instead of "Room cool and warm," read: "Room cool and feet warm."

The annual bazaar in aid of the P. E. Island Hospital will be held in February. All contributions thankfully received. July 20, ew