

# J. J. JOHNSTON

Real Estate Agent

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Stampers Block  
Charlottetown, P. E. I.  
FOR SALE—A house on Euston Street, in vicinity of Gallows Hill. This house contains 8 rooms and kitchen, in good order, and is heated with hot air. Good stable and large yard in connection, will be sold cheap. Apply to J. J. Johnston, Real Estate Agent.

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FOR SALE—about four (4) acres of land in the City of Charlottetown, can be divided into twenty building lots, a genuine bargain. J. J. Johnston, Stampers Block.

FOR SALE—In the business centre of Charlottetown, a large three story house with lot 4x52 ft. also excellent outbuildings, a suitable place for a first class boarding house. Will be sold cheap. Apply to J. J. Johnston, Real Estate Agent.

FOR SALE—A house situated on the corner of Pleasant Street and St. Peters Road. House contains 10 rooms has a good cellar and stable on premises. The house is built 8 years and is in excellent condition. Apply to J. J. Johnston Real Estate Agent.

FOR SALE OR EXCHANGE—A double tenement house on Chestnut Street, now in course of erection. Will be completed in one month. Will be sold cheap or exchanged for property in another part of the city. J. J. Johnston, Real Estate Agent.

FOR SALE—House and lot on upper Pownall Street, near Euston Street. Price \$350.00. J. J. Johnston, Stampers Block.

FOR EXCHANGE—A three tenement house, situated on Euston Street, newly built, brings in a large rent, will be exchanged for a suitable place in another part of the city. J. J. Johnston, Real Estate Agent.

FOR SALE—A two story double tenement house on Bishop Street, each tenement contains six rooms and large yard. Apply to J. J. Johnston, Stampers Block.

## Houses To Let.

TO LET—Dwelling house and shop on lower Queen Street, house contains eight rooms, large warehouse attached; everything in first class condition. Rent \$70.00, rent of house alone \$100.00. Apply to J. J. Johnston, Real Estate Agent, Ch'town.

TO LET—On the corner of Prince and Water Streets, a house containing 13 rooms. This place is convenient to railway and boats. Rent moderate. Apply to J. J. Johnston, Real Estate Agent.

FOR SALE OR TO LET—That well known business hotel on Richmond Street near the market. This hotel contains 20 good rooms and shop, all in good repair, good stabling for 50 horses, with large yard in connection, will be sold at a bargain on easy terms, or leased for a term of years. Apply to J. J. Johnston, Real Estate Agent.

J. J. JOHNSTON,  
Real Estate Agent,  
Stampers Block, Ch'town

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## ECONOMY IN SCHOOLS.

SIR.—There is a strong set of public opinion in favor of economy in provincial expenditures. This general desire for economy is a healthy desire, and it is much to be wished that it may be persistent and keen enough to bring honesty and frugality into the administration of our public affairs; but it is of great consequence that behind the eager desire for economy there should be a well informed and careful judgment concerning the best means and methods of retrenchment. It is a noticeable fact that the public schools are often selected as the department in which retrenchment is to be made. There is a plain rule by which every proposed economy in public schools should be tested. Nothing should be done for the sake of saving money, which will hurt the schools, which will make them in the judgment of competent persons poorer than they are. It is just as true of the state as it is of the family, that the very last place to save money is in the education of the children. In any station of life there is no better test of substantial worth in a family than the estimate which their actions show them to place upon the education of their children. No one expects much from a poor family which has no ambition about the schooling of their children. As to rich people who are careless about their children's training, their wealth is generally a mischief to themselves, their children, and the community. No retrenchment which injures the schools is true economy; for the ultimate object of public economy is to increase the public wealth and this common wealth has its roots in the intelligence, vigor, and morality of the population, qualities which are crushed, trained, straightened and disseminated in the common schools.

With this introduction I will offer some reasons why male teachers are preferable to female, and suggest a possible means of increasing the teachers salaries without increasing the burdens of the Province. Let it be granted at once that an experienced woman who has the requisite gifts and training is likely to be as good a teacher as an experienced man of like gifts and training.

The superiority of men to women, or women to men has nothing to do with the matter now in hand. That frequent changes of teachers should result from having many of the teachers women is a necessary consequence of two stubborn facts, first, that women have not the physical endurance of men, and secondly that the great majority of female teachers stop teaching at marriage, an event which does not stop a man's teaching. Thus the employment of women in the schools inevitably tends, first to make the body of teachers a changing fluctuating body, and secondly, to make teaching not a life work as it ought to be but a temporary resort on the way to another mode of life. The first point required some elucidation. When we try to make women take the place of men in any service, either public or private, we introduce into that service a new element of change, and instability, which is the result of injudicious provisions about tenure of office, compensation or duties, which may affect men and women alike but of the working of irresistible natural laws which operate only upon women. In order to maintain good schools a country needs a tolerably permanent body of teachers who have been bred to the business, have grown up with the schools and have made a life work of teaching. There is no business in which experience is more valuable than in teaching, and none in which local knowledge and local attachments are more desirable and more effective. It is a very silly notion that everybody can teach an elementary school.

Frequent changes in a corps of teachers are injurious to a country's schools in every possible point of view. It is too true that the term of service of many of the men who teach school is deplorably short and some of the remediable causes of this bad state of things will be considered later. But this fact does not lessen the force of the arguments that women are inevitably drawn away from teaching by marriage and family life,—good things which only make men steadier and more earnest in their professional work,—and that being weaker than men they are apt to be worn out by the fatiguing work of teaching. It is quite unnecessary to this argument to undervalue the work of women in schools. This protest is directed against those politicians who would lessen the efficiency of our schools by placing women on an equality with men.

Now to the consideration of some of the remediable causes. There are several considerations which lead men and women into certain employments, besides the money they expect to earn in them. The chief of these are security, quiet, a prospect of promotion, independence and public consideration. The security or permanence of a livelihood is a very great attraction to many persons who constitutionally prefer a moderate living with security to any chance of great gains without security. A quiet life, safe from the risks of business and the strains and worries of professional contests is the dearest desire of many excellent persons who are capable of rendering the best of service in congenial stations.

The prospect of promotion for merit, though it be slow is a very attractive thing to many men of an admirable type. A position in life which is reasonably independent within well-defined bounds, in which one is not subject to the caprice of an individual or a community, has great charms for many people of the best sort. Finally, consideration in the eyes of the public may replace money to a large extent as an inducement to enter an honorable service. Now, by our ill-judged method of electing the teachers in the common schools every year, we throw away in the most wasteful manner almost all the valuable inducements to the teachers' life, other than salary. The tenure

of the teacher's office in the public schools is precarious. There is no assured prospect of promotion for merit the mode of the election and the frequent recurrence of the election both militate against a reasonable independence, and finally the function has lost, in the eyes of the public, too much of that consideration which used to make it attractive. People do not look with such respect upon official stations from which the incumbents may be suddenly dismissed without cause alleged. Permanence of tenure and security of sufficient income are essential to give dignity and independence to the teacher's position. New legislation is urgently needed to make the teacher's office, after suitable periods of probation, tenable during good behavior and efficiency.

On a careful consideration of what has already been read no reasonable person will argue that the salaries of our teachers are such as to ensure that independence without which the teaching profession must deteriorate. Thus it will be seen, that an increase of salary to teachers is in order. Now as to the means.

The whole cost of a certain medium of education, which the Province compels all children to have, may rightly be borne by the community. Suppose, for example, that the state requires of all children a certain knowledge of reading, writing, arithmetic, and geography, such as children usually acquire by the time they are twelve years of age. It is not unreasonable, though by no means necessary, that the state should bear the whole cost of giving all children that amount of elementary education, on the ground that so much is necessary for the safety of the state; but when the education of a child is carried above that compulsory limit, it is by the voluntary act of the child's parents, and the benefit accrues partly to the state, through the increase of trained intelligence among the population, but partly also to the individual, through the improvement of his powers and prospects. It is then just that the two parties should divide in some equitable proportion, which would not be the same in all places the cost of procuring that benefit. When a sidewalk is built along a private estate the owner makes a direct contribution to its cost besides paying his proportion of general taxes levied to construct the sidewalk, and he is required to do this for the reason that the sidewalk benefits him more than it does the rest of the community. So when a man has a child at the high school or in the upper classes of a grammar or an ungraded school he should pay a portion of the cost of maintaining the school, besides paying his proportion of the general taxes levied to support the school, and he should be required to do this for the reason that he receives a greater benefit from the school than the rest of the community and he is perfectly free to take it or not. Parents ought to be called upon to make sacrifices for the sake of educating their children.

To be frugal and laborious for the sake of benefiting their children is a blessed thing for the parents. The motive is a strong one and it impels men and women to good lives. When public legislation and custom take away this motive from a large class of the community, it is not a good but an injury which is done them; just as harm and not good would be done to the poorer classes if legislation could relieve them from the necessity of working for their daily bread. One objection may be considered. What would become, under this system, of the bright children of very poor people, children who ought to be well educated and lifted from their low estate in the interest of the whole community? The objection is readily answered. When, through misfortune or crime, a family become utterly unable to provide for the education of the children, the children should of course be trained up to the compulsory limit at the public charge, and the bright and promising among them should then be carried further at the public charge as a reward of merit, and by a gradual promotion from one grade to another, each step being earned by good scholarship.

Let the great majority of parents who can afford it, pay a part of the cost of their children's education, and let the meritorious scholars, whose friends are too poor to pay for them, have help from the public purse proportioned to their needs. Experience teaches that endowments would be provided for this purpose. The dull children whose parents are unable to pay for them will, of course get no further than the compulsory limit, but the community will lose little or nothing thereby.

CLTUS.  
Millcove, Nov. 24th, 1898.

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