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to keep reminding you that we make the best Tea Bun made in the city or elsewhere. After you have once tried the GERMAN Bun there will be no need of us reminding you of their excellence. They are sold for 10c doz.

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ECLIPSE BAKERY  
Bakes Best Bread.

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and I'm ready to put your clock in first-rate order for very little money, and guarantee it for one year.

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**W. W. WELLNER,**  
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is as much an element of success in the Wall Paper business as it is in politics. The "knowing how" on the part of the makers to design handsome papers makes it an important industry. Our "knowing how" to procure just the Wall Paper you want, has made this the biggest Wall Paper business in the province. Come in and let us show you that we "know how to please you."

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There is only ONE PLACE on P. E. ISLAND where you can get supplied with everything in the shape of

**Cuns, Revolvers, Rifles,**  
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STEAMER "JAMPANA."  
1897.

Will leave Montreal for Charlottetown, Monday, 26th April. Freight Solicited.

**CARVELL BROS.,**  
Charlottetown, Apr 13—cod tl 26 Agents

**EDUCATION OUT OF SCHOOL.**  
An Address Delivered Before the Charlottetown Teachers' Institute by Mr. W. L. Cotton—Published by Request.  
(Concluded)

But you may, perhaps, plead that you have no power to avoid the work that is thrust upon you. Or you may say that your duty is simply to impart those elements of knowledge which will enable your pupils to educate themselves out of school. This plea is a good one. To read the English language well, to write with despatch a neat and legible hand, and to master the first rules of arithmetic, so as to dispose with accuracy of every question of figures which may come up in actual everyday life,—these, as has been well remarked, are "the tools of education" which you are required to supply. Possessed of these, our young men and maidens have the means of educating themselves, either in or out of school, to any extent that they may desire or have the ability or opportunity to attain to. Your first and main duty as teachers in our public schools is to furnish these tools of education.

But you may, incidentally, do much towards developing the powers of your pupils' minds and bodies. You cannot, it is true, give them any sense or faculty which they have not from nature. But you can teach them how to use aright, and how to strengthen and sharpen, the senses and faculties which they possess. Take, for instance, the common sense of sight. I have been told by an artist friend that not one person in a dozen can see aright—that is to say, can see things in their proper proportions. And judging by the different statements and descriptions of different persons will give of the same thing, I am inclined to the belief that this is true. I inserted, a few years ago, in THE EXAMINER, the advertisement of a young man who wanted a situation as a clerk; and saw numbers of other young men applying, on the next day, for "the vacant position"! They had not read the advertisement aright; they had, indeed, taken from it a meaning directly the reverse of that which it really conveyed. Everyone of these young men had been taught in our public schools, and some of them had received instruction in a commercial college. Yet their perceptive faculties had been so ill-developed that they went wrong in respect to this simple little matter. To be correct in sight and insight is a point of the first importance to every man and woman. It is absolutely impossible to reach right conclusions or adopt right courses or measures without the power of right observation and comprehension; and this is a point in which teachers may, I think, help their scholars by means of special exercises adapted to the development of the perceptive faculties.

Then there is the faculty of memory and those higher mental powers of comparison, analysis, induction, selection, etc., which are essential to reasoning from rightly perceived facts and conditions—these may all be exercised, and by exercise strengthened and made more acute, in the simple process of learning to read and write and cipher; and I have no doubt that you, ladies and gentlemen, constantly bear this fact in mind. If teachers, generally, were required to devote more time to the training of the mental faculties and less to the cramming of the memory with facts for monthly, quarterly and yearly examinations, there would, I am persuaded, be a greater number of reasonable men and women in the world, and fewer mistakes would be made in respect to the duties and undertakings of life, as well as the principles and conclusions that are adopted concerning politics and religion.

The study of the ancient classics and the higher mathematics is a subject upon which I do not care to express an opinion; but it seems to me to be chiefly useful because it necessitates the strenuous exercise of those faculties of the mind, which, rightly trained, enable men and women to come to a right judgment in all things. The ancient classics and mathematics seem to me to be preferable, (if they are preferable), to the English classics and the problems of ordinary life in this country, chiefly because they present greater difficulties to be overcome, and excite the intellect to more vigorous exertion. Those who, given the intellectual type of mind, have time and opportunity to study them carefully and thoroughly may be counted fortunate; and those who have not time or opportunity may well be content if they are taught to take advantage of the conditions and the problems of life within their reach for the cultivation of their understandings. Going forth to the battle of life with the faculties of the mind more or less highly developed and trained, our youth will be infinitely better able to achieve success than if, lacking this training, they are crammed with information respecting all the arts and sciences. I do not wish to be understood as depreciating the value of knowledge. I freely admit the truth of the axiom, "knowledge is power." But I say that knowledge can only be powerful when brought to bear by a mind that is capable of comprehending and reasoning rightly. A little knowledge is, they say, "a dangerous thing;" and yet a little knowledge possessed by one who can use a vigorous and healthy intellect is much more valuable than a great deal of knowledge possessed by a mind undeveloped, or dulled, or maimed. In the one case there is well directed force operating upon a little matter; while in the other case there is ill-directed force, or little or no force at all, and a great inert mass of matter which obstructs the operation of the intellect as a plethora of food obstructs digestion.

In this connection the rights of the body must not be forgotten. The mind and spirit of man can not have free course and be glorified unless the body be sound and vigorous. The body ought, therefore, to have ample opportunity to grow and strengthen; and the teacher who is able to enter into and direct the sports and past-

times and gymnastics of his pupils, other being equal, to be preferred for education in school. I noticed, last summer with great pleasure, the daily drills in the playground of West Kent Street School. The drill is the more valuable in that it not only exercises the body but it habituates those who take part in it to obedience and command, and that discipline of mind and body out of school which is essential to co-operation in large enterprises whether of war in defence of the country or of peace for its development and improvement.

My contention, then, is that the instruction imparted in the ages before school and in school should be such as to open the way to, and render more easy, education in the age after school; and that to this end the early training and development of the powers of the body and the faculties of the mind are of the first importance, and the acquirement of knowledge and the passing of examinations of merely secondary importance. The present methods in school are hit off, perhaps a little extravagantly, yet not inaptly, by one of our latter-day poets who lately wrote for the London Standard:

We teach the children Danish,  
Trigonometry and Spanish;  
Fill their heads with old-time notions,  
And the secrets of the oceans,  
And the cuneiform inscriptions  
From the land of the Egyptians;  
Learn the date of every battle,  
Know the habits of the cattle,  
Know the date of every crowning,  
Read the poetry of Browning,  
Make them show a preference  
For each mystic branch of science;  
Tell the acrostic of Sweden,  
And the serpents wiles in Eden;  
And the other things we teach 'em  
Make a mountain so immense  
That we've not a moment left  
To teach them common sense.

You will, I think, admit, ladies and gentlemen, that there is some truth in this effusion, and that some at least of our latter-day youth have, as a result, been placed at a disadvantage in the competition of life. In this competition the education goes on and the character continues to develop. By courtship and marriage, by the necessity of providing and caring for a family, by labors in the field, the workshop or the office, by travel abroad, by special studies in literature or science or art, by triumphs and by failures, by perseverance, industry and the exercise of the judgment, by the blessed influences of religion, by all those exercises of mind and body and spirit which cultivate and strengthen and develop character, education is carried on out of school.

It was said by Carlyle, I think, that man perfects himself more by work than by reading; and generally, as Sydney Smith has remarked, "the life of all truly great men has been a life of intense and incessant labor. They have commonly passed the first half of life in the gross darkness of indigent humilitude, overlooked, mistaken, contemned by wiser men—thinking while others slept, reading while others rioted, feeling something within them that told them they should not always be kept down among the dregs of the world; and then, when their time was come, and some little accident has given them their first occasion, they have burst out into the light and glory of public life, rich with the spoils of time and mighty in all the labors and struggles of the mind. Then do the multitude cry out 'a miracle of genius.' Yes he is a miracle of genius because he is a miracle of labor, because instead of trusting to the resources of his own single mind, he has (with a clear perception and a sound judgement) ransacked a thousand minds; because he makes use of the accumulated wisdom of ages and takes as his point of departure the very last line and boundary to which science has advanced, because it has ever been the object of his life to assist every intellectual gift of nature, however magnificent and however splendid, with every resource that art could suggest and every attention diligence could bestow."

I ought, Mr. Chairman, for the development of my theme, to go on to describe some of the methods by which the more notable of the great men of the world have educated themselves out of school. But for this I have not time to night and you would, I am sure, have no patience. Besides, you are all, without doubt, conversant with the careers of many of those who have made their lives sublime. More to the purpose, just now, I think will be a short reference to some of the means by which men and women are enabled to educate themselves out of school. The first, the most essential of these, is good books, to which the worker, whether rich or poor, ought to have ready access. It is greatly to be regretted that love of good literature is not more general here and now. For newspapers there is a fairly good demand, and of newspapers there is a sufficient supply. For light ephemeral or foolish fiction there is a strong desire, particularly among the young. A good novel is a good thing. But a great deal too much time, in my opinion, is wasted upon novels of the yellow-covered order. For such books as elevate and strengthen the mind, for books of the kind to which the poet refers when he says:—

"And books are yours  
Whose silent chamber treasures  
Lies,  
Preserved from age to age, more precious far  
Than that accumulated store of gold  
And orient gems which for a day of need  
The Sultan hides within ancestral towers."

For these books there is not much appreciation. It is unfortunate that are but few small circulating libraries throughout this province; and I regard it as disgraceful that there is not in Charlottetown a citizen's public library. I really think that there could not be a better memorial of the Queen's Diamond Jubilee than the establishment of such a library would be. We have a large, suitable, vacant room,

centrally situated, in the Provincial Building. The Government, having no other use for it, might easily be induced to give it up for such a good purpose; and the Government might also, I think be persuaded to buy the books in the Provincial Library to be a nucleus besides which the free-will offerings of our local citizens should be placed. If this were done, and some provision made for a librarian, it could no longer be said that there is not in Charlottetown any provision for the higher education of our young men and women out of school, or little besides an occasional lecture or church social that is more elevating than the rink, which is a good thing in its way, and the illegal liquor saloons in which too many of our young men are being educated—to their eternal destruction.

Then, with wholesome homes for the little ones and good Christian mothers, aided by the Kindergarten, to inspire them with right principles and motives, with schools in which particular attention is paid to the training and development of the bodily powers and mental faculties of our youth: with the evil of competitive examinations reduced to a minimum, and the test questions in those examinations which are absolutely necessary few and searching; with libraries of good books placed within the reach of all those who desire to continue the education of their intelligence out of school,—the succeeding generations of men and women in this Canada of ours will be equal to the splendid task of rearing the fabric of a great British-American nationality; and we may, perhaps, even in our own small and quiet Island home, count upon the production of a few of those who, having, in our schools, been inflamed with the study of learning and the admiration of virtue will live and learn, out of school, to be brave and wise and worthy patriots, "dear to God and famous to all ages."

**Carter's for Wall Paper**

DIED.

At Harbor's Mouth, Lot 48, after a short illness, Neil Stewart, in the 69th year of his age.

On the 6th inst., at the residence of his uncle, Patrick Walsh, Summersville, Edmund Walsh, aged 22 years.

At Wilmot Valley, on Friday, March 26th, after a lingering illness of over five years, of paralysis, John Picketts, aged 71 years.

At Cassopolis, Mich., on the 23rd ult., after an illness of one week, Flora Carr, aged 80 years, wife of Daniel Lyle.

At Wellington, on March 18 h, in her 60th year, after a painful illness of six months, Catherine Pembroke, wife of Oliver Arsenault.

Suddenly at Central, Lot 16, on March 30th, Alfred Crossman, aged 22, beloved son of William and Margaret Crossman.

Wrapper Competition for every month of the year 1897

**\$1,625.**  
**GIVEN AWAY**  
EACH MONTH.

In Bicycles & Watches.  
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**SUNLIGHT SOAP WRAPPERS.**

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**LEVER BROS., LTD.**  
23 SCOTT ST., TORONTO

**Canadian Order of Foresters**

**Court Ch'town, Meets 2nd and 4th Friday: in Wright's Hall, Prince St**

A fraternal society. Purely Canadian. \$100,000 invested in Dom Govt Bonds. Surplus funds, Jan 1st, 1897, \$525,179.43 Has the largest surplus on hand for each \$1,000 risk of any society of the kind in Canada. \$10,000 on deposit in Bank of Nova Scotia in Ch'town. No assessments. Fixed amount each month. Want of money can be no excuse; the cost of carrying insurance has been brought within the reach of all. Married men, is it not a duty you owe your wives and children to provide against emergencies.  
87—2aw 25—3mos.

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A centrally situated dwelling house on Dorchester St., now occupied by Mrs. Stephen Whitty.

Also, "Warehouse A," situated near Peake's Wharf.

For particulars apply to  
**ARTHUR G. PEAKE.**  
Office at residence, Euston St., till 1st April. 52—135 tf

**CHURCH'S ALABASTINE**



The Permanent Wall-Coating. Does not RUB or SCALE from any hard surface. Coat over coat can be applied. No more washing or scraping of walls necessary. Alabastine is The Sanitary Wall-Coating. Displaces Kalkomin, which decays on the wall. Easily adapted for Ornamental work and plain Tinting. Pleases Painters as well as the general public. Easily applied by anyone who can handle a brush. Sixteen beautiful tints and Whites. Put up in Five-pound packages, and never sold in bulk. Ready for use by mixing in Cold Water. No hot water being needed. SAVES TIME AND WASTE. Full directions for use on every package. "The Decorator's Aid" furnished painters, free. Ask your dealer for Tint-Crevelar showing colors. BEWARE OF IMITATIONS bearing similar names.

Mixed Paints, "Tiger" White Lead, Brushes, etc. High grade goods. Low prices.

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WHOLESALE & RETAIL.

**DR CLIFT**

treats Chronic Diseases by the Salisbury method of persistent self-help in overcoming past errors and Removing causes from the blood. Catarrh, Bronchitis, Asthma, Shortness of Breath, Pleurisy, Tuberculosis Consumption of Lungs or Bowels, Indigestion, Dyspepsia, Gastritis, Ulcer, Cancer, Dropsy, Diarrhoea, Dysentery, Constipation, Piles, Fissures, Fistula. Diseases of Heart—Valvular, Fatty, Enlargement, Palpitation. Of Liver—Jaundice, Diabetes Cirrhosis, etc. Of Kidneys—Albuminuria Bright's Disease, etc. Of Spleen and Bladder—Cystitis. Of the Blood—Anæmia, Chlorosis, Scrofula, Malaria, Rheumatism, Gout, Scurvy, Purpura. Of Female Organs—Inflammations and Displacements of Womb, Ovaries, Bladder or Bowels. Menstrual irregularities—Of Sexual Organs, of Nerves and Spine, Nervous Prostration, Sleeplessness, Decline, Hysteria, Tremors, St. Vitus' Dance, Chorea, Epilepsy, Convulsions, Paralysis, Locomotor Ataxia. Paralysis, Agitans, Softening of Brain. Some forms of Insanity—Dementia, Mania, Hypochondria, Melancholia. Failure of Vision and Voice, Deafness, of Skin—Eczema, Salt Rheum, Erysipelas, Syphilis, Tumors, Glandular Fatty, Fibroid, Uterine, Ovarian and Cancer, Goitre, Cretinism, Obesity, Corpulency, Drug and Liquor Habits—Opium, Morphine, Chloral, Cocaine, Tobacco, Stimulants. Of Bones and Joints—Deformities, Curvatures, and Pott's Disease of Spine, Paralysis, Hip Disease, Knock-knee, Bow Legs, Club and Flat Foot, Wry Neck, Rickets, Scrofula, Sore Legs, Varicose Ulcers, etc. Continuous intelligent treatment insures Minimum of suffering and Maximum of Cure, possible in each case.

**DR. CLIFT**  
Graduate of N Y University and the N Y Hospital. 21 years' practice in N Y City. Diploma registered in U S and Canada.  
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**\$3.00 \$3.00 \$3.00**

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Well, there is no better in Ch'town for the money. A man's Genuine Calf Boot—Goodyear Welt—No better \$3 Man's Boot in the city. Our prices speak for themselves. See our window for samples of new boots with prices.

**R. K. JOST.**  
STAMPER'S CORNER.

**\$3.00 \$3.00 \$3.00.**

**ANNUAL FANCY SALE**  
THE LADIES OF  
**ST. JAMES' CHURCH**  
WILL HOLD THEIR  
Annual Fancy Sale and Tea  
—ON  
Thursday, April 22nd  
—IN THE—  
**ST. JAMES' HALL**

Doors open at 2.30 o'clock in the afternoon. Tea from 5 to 8 o'clock. Admission 10c. Tea Tickets, 25 cents 74—135

**Victoria's Diamond Jubilee**

Will be held this year, and those who visit Ch'town this year will not do themselves justice if they fail to get their Lunches at a Victoria Cafe, and drink the health of Her Majesty the Queen in a glass of Joy's famous Buttermilk

**JOHN P. JOY**  
VICTORIA CAFE  
Gt George St....

**Notice to Contractors.**

Sealed Tenders addressed to the undersigned will be received until the first of May, 1897, for the erection of a Packing House in Charlottetown. Plans and specification can be seen after Saturday, the 17th inst, at the office of the undersigned.

April 13th, A. D., 1897.  
B. & M. RATTENBURY,  
87—2aw 25 tl may 1.

**A TESTIMONIAL.**

To Manchester Catarrah Co, from Rev. John C. Berry, once stationed on the Island.

DEAR SIR,—  
We have used your Catarrah Remedy, and find it is as represented. Nothing we have used in our family has proved so successful for the purpose designed.

It cleanses the head, relieves the eye, keeps the nostrils clear and aids the throat in an astonishing manner.

I remain, yours faithfully,  
JOHN C. BERRY.

A. W. Reddin, Phm. B.,  
Central Drug Store, } Samples on }  
Sole Agent for P. E. I. } application.  
82—dy Cw2w

**We Dont. Claim**

To be able to suit all who are suffering with their eyes, but we know of a good many people who have suffered incessant headache, pain in the eyes, etc. who attribute their relief to the wearing of properly fitted glasses. We are here to help you if possible.

**G. H. TAYLOR**  
Jeweler and Optician.  
North Side Queen Square.