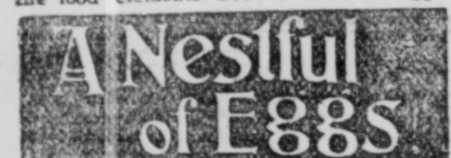


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May be obtained in winter if you do as many successful poultrymen do, namely, mix daily with the mash food Sheridan's Powder. Has been used and endorsed over thirty years.

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Jeweler & Optician.

# THE DAILY EXAMINER

FEBRUARY 3, 1900

## NOTES AND COMMENTS.

—The Common Council of Perth, Ont., has given \$2,000 to the Canadian Patriotic fund. Well done.

—There is a project on foot in Ottawa to organize a boys' brigade with the object of training youths along lines which would be valuable if they were ever needed for war service.

—It is hoped that there will be a large attendance at the public meeting in the Market Hall on Monday evening. The meeting has been called by the Mayor in compliance with a requisition, and is for the discussion of civic affairs.

—It is pointed out by a correspondent at the front that the Canadians have a yell of their own—the equal of any college yell in America—which they put to use when passing the British troops. It runs this way: Hoorra, Hoorra, Hoorra!

Who are we?  
Canadians, Canadians from over the sea.

Kruger, Kruger, where is He?  
You are after Him and so are we.

—The Imperial blue books shows that Britain received offers of help from the following Colonial Governments in the order given: Queensland, Victoria, New South Wales, New Zealand, Western Australia, Tasmania, South Australia, The Canadian Government, as the Mail and Empire points out, yielded only in response to a circular issued to all the colonies explaining what course they might take. There had been Canadians officers—but these were unofficial.

—The vastness of the reserve strength on which England in a just cause can draw is strikingly revealed in Lord Strathcona's munificent offer. There are not many countries in the world where individual citizens are found able and ready to prove their patriotism on so splendid a scale. Such an offering to the common cause of the empire would have been welcome from any quarter, but, as the London Times says, it is doubly welcome from the representative of the great self-governing colony.

—Disease and Boer bullets have played havoc with the small band of newspaper correspondents who voluntarily remained in Ladysmith. Steevens, of the Daily Mail; Mitchell, of the Standard; and Stabb, of the Times of India, died of fever in the one week. Stabb had attached himself to the Naval brigade, and had fought magnificently. Ferrand, of the Transvaal Leader, was killed in the Waggon Hill fight. O'Flaherty, his assistant, was wounded in the same battle, both fighting in the ranks of the Light Horse.

—Considerable interest is being taken by the Agricultural Department at Washington in a report sent out by the Canadian Experimental Farms upon the subject of feeding molasses to stock for fattening purposes. From three to five pounds per day were fed, diluted somewhat, and poured over the cut coarse fodder. It is said the steers developed a great liking for it, and to all appearances it gave good results. The most important points in favor of this new feeding stuff are that it contains a large percentage of sugar, the most assimilable from carbohydrates found in cattle feed; it stimulates the appetite, and probably increases the digestibility of the other constituents of the ration.

—As an indication of the activity or otherwise of business, records of bank clearing houses are valuable. Certainly if the figures of the London Bankers' Clearing House are a correct idea, the conclusion is correct which the Economist is disposed to draw from them, that "the volume of business in the country was larger than in any previous year of which a record has been kept. Doubtless, however, some allowance should be made for the great extension in the use of banking facilities in recent years among various classes of the community, which formerly conducted their business without the aid of cheques. The total amount of the clearings was £9,150,269,000 as compared with £8,097,291,000 in 1988, the increase of £1,052,978,000 being equal to 13 per cent. The Economist gives a table covering the years since 1884. In that year the total clearings were £5,798,600,000, and had gone up by 1890 to £7,801,048,000. Then they ran down again to £6,331,800,000 in 1894, and have been rising since. The total clearings in 1898 were £8,097,300,000.

## EDUCATIONAL COLUMN.

Edited by Inspector McCormac.

### LA GRIPPE.

The prevalence of la grippe all over the country every winter must interfere to a certain extent with school attendance. Every caution should be taken to avoid la grippe. Above all things, immediate attention should be given to slight colds and exhaustion should be avoided if possible. The tendency of grip is toward pneumonia—a disease dreaded not only for the immediate danger, but for the results that often follow it. Some of the best physicians assert that la grippe is contagious while they admit the obscurity of the sources of the disease. Physicians advise us to do all things, early, early, and early—keep dry, wear a hat, the avoidance of draughts, suitable clothing, the avoidance of chill and sudden changes of temperature. Teachers should take an interest in the physical welfare of their pupils. No child should be allowed to sit all day in school with damp clothing or wet feet. Every school should be furnished with a thermometer so that the temperature of the room can be properly regulated. There is just as much danger in having the school room too warm as in having it too cold.

### HYGIENE FOR THE SCHOOL.

The years of school life are physiologically considered, the most important years of our lives. At this time the human body may, with healthy surroundings, be impressed with a lasting vigor; or, for foul air, improper nourishment, and over-training may sow the seeds of degeneration. One of the greatest problems of school hygiene is to secure proper ventilation. It is impossible to attain a proper physical and mental culture in the presence of impure air. Defective ventilation is easily detected by the sense of smell as well as by the effects upon those who are so unfortunate as to remain for any length of time in a poorly aired room. Carbonic acid gas is one of the waste products of the body and is thrown off by the breath, and it is this substance that taints the atmosphere of rooms. A heavy, musty odor, so often detected in crowded and poorly ventilated rooms is an evidence to the senses that there is an excess of carbonic acid gas present. This odor is not experienced by those already in the room, but is very appreciable to the newcomer from the outside. The ill effects may be dissipated with a proper renewal of fresh air; but if one is too long or too constantly exposed the health may be seriously impaired. A noted physician states that at least forty per cent of all fatal diseases are directly due to impure air. Scientists tell us that a pure atmosphere has about four volumes of carbonic acid gas to ten thousand volumes of air. When the gas collects above this proportion the air is becoming vitiated, and when the proportion of carbonic acid gas exceeds six to eight parts in ten thousand the air is unfit for continuous breathing.

Schoolrooms should not be overcrowded. Each child should be allowed from twelve to twenty square feet of floor space and from 200 to 250 cubic feet of air space. But floor space and air space will not alone suffice; there must be some way in which the foul air may be removed and a fresh supply provided.

The proper lighting of the schoolroom is a point of very great importance. Professor Cohn, of Breslau, and others have found that there is a progressive tendency to near-sightedness in school children; induced to a certain extent by the nature of their work, and encouraged by defective illuminations. After examining the eyes of 10,000 school children, Prof Cohn found that the near-sightedness increased from the lower to the upper classes. Everything tending toward eyestrain should be carefully avoided. The windows of schoolrooms should reach closely to the ceiling as it is better to have the source of light as far above the floor as possible. It is usually considered preferable to have the light coming from the left side. The color of the school room walls should be light grey.

The furniture of the school room may have an important influence on the child's health. The pupil should be compelled to sit up straight. If the seats are not properly constructed children will be obliged to work in constricted, uncomfortable positions and curvature of the spine will result. The seat should be such a height that the child when sitting can have the soles and heels of his feet resting easily on the floor. The temperature of the school room in winter should not be lower than 65 degrees F, or higher than 70 degrees F, a good average being 68 degrees F.

### MT. STEWART TEACHERS' INSTITUTE.

The Mt. Stewart Teachers' Institute held a very successful meeting on Saturday, January 13th. Thirteen teachers were present. Papers on Discipline, Arithmetic and Geography were read and thoroughly discussed. The next meeting of the Institute will be on February 10th, when the teaching of English will be discussed. The following are the officers of this organization:

President—John F Doyle, Mt Stewart South School.

Vice President—John McDonald, Mt Stewart South School.

Treasurer—Frank Egan, Glenroy School.

Secretary—J J Lacy, Glenaladale School.

Executive Com—J F Doyle, J A McDonald, Pisiquid East School, J J Duffy, St Patrick's Road School.

### FARMER JONES' PROBLEMS.

1. If you take 5, and multiply it by the square root of 49, add 15 and take 13 away from half the sum, the result will be a

quarter of the number of sheep I had before 3 died and 1 was lost. How many sheep have I?

2. If I had 12 men they could reap my wheat field in 16 days 4 hours, working four and a quarter hours a day, but as I have only 7 men and they work five and a half hours a day, how long does it take?

3. My field is as long as 40 rods 6 yards multiplied by 50 1-6, and as wide as three and a quarter times 91 feet 4 inches. On a square yard of ground there grew as many bushels of grain as 10 chickens can eat in 5 1/2 hours, if they eat at the rate of a peck in 5 minutes, but 1-33 is lost in mowing and 1-16 of the remainder in thrashing. How many bushels of wheat do I get?

4. Each of my horses eats on an average of 50 pounds of hay a week, and each sheep 15 pounds. I have 12 times one-third of 9 horses, and one half of 12 times 26 sheep, minus one half of the square of 4. I swap potatoes for hay; I get 50 tons of hay at a time, worth \$3 a ton, for potatoes worth \$1 1/2 cents a bushel, and it costs 16 1/2 cents a bushel to raise the potatoes. How long will the 50 tons of hay last my horses and sheep? What does the 50 tons of hay really cost?

### NUGGETS.

1. The engineer of a train of thought should stop to think occasionally.

2. Nervousness is too often another name for ill-nature.

3. Use suggestions instead of commands.

4. See that the school room is properly ventilated.

5. Never at any time give a pupil information without expecting him, at some future time to give it back.

6. Everything that is explained to a pupil which he can find out for himself robs him of so much education.

7. Talk with parents about their children and use as much praise as will not injure your conscience.

8. Try to unite with the teachers of your neighborhood for the general good. Organize local institutes.

9. Sweeping should be done after school, never in the morning.

10. Do not punish when angry.

11. Have as few classes as consistent with the wants of the school.

12. The need for much punishment means, in nearly all cases, weak handling. If children are troublesome look to yourself first.

13. Some teachers actually discourage their pupils by expecting too much from them.

14. Keep the dull and the idle pupil in front.

15. In teaching, distinguish carefully between the means and the end.

### THE TRUE TEACHER.

"What the teacher is counts for much more than what she knows. A love of children, unlimited tact and infinite patience are the necessary natural endowments," writes Caroline B. Le Row, in the Ladies' Home Journal. "Of course, the ability to teach implies the possession of an education, though no amount of education alone can make a good teacher. While all teachers must know more than they teach, the power to impart to other is the important matter, and the art in which tact or ingenuity is ab'outly the prime requisite. Moreover, she should be personally a social, intellectual and moral force in the community. The physician and the clergyman have immense opportunities for this uplifting of humanity, yet their advantages are small when compared with those of a teacher, which is practically unlimited."

### JOKESERIO.

Mrs. Wackum.—How did that naughty boy of yours hurt himself?

Mrs. Snapper.—That good little boy of your hit him on the head with a brick.

An American gentleman asked a friend of his from the country if she had been out the fair, and she replied as follows: "I didn't want, I didn't want to go, and if I had wanted to go, I couldn't have gotten to go."

Tommy, aged five, accompanied his father to church one cold Sabbath morning, and upon their return his mother asked him if he could repeat the minister's text. "Course I can," replied the little fellow. He got up and rubbed his hands together and said, "Many are cold, but few are frozen."

The story is told of Sir Walter Scott, who was far from being a brilliant pupil at school. After he became famous he one day dropped into the old school to pay a visit to the scenes of his former woes. The teacher was anxious to make a good impression on the visitor, and put the pupils through their lessons so as to show them to the best advantage. After a while Scott said: "But which is the dunce? You have one, surely? Show him to me." The teacher called up a poor fellow, who looked the picture of woe, as he bashfully came forward. "Are you the dunce?" asked Scott. "Yes, sir," said the boy. "Well, my good fellow," said Scott, "here is a crown for you for keeping my place warm."

A Scripture examination was being held recently in an English school, the lesson being Elijah offering of a sacrifice on Mount Carmel. As the children looked like good scholars, the inspector gave them a question, saying, "Now you have told me that Elijah put the bullock on the altar. Why did he put water round the altar?" The children looked amazed except one little boy, who stood up and said: "Please, sir, to make the gravey." "You will observe," said a teacher, "that the higher the altitude attained the colder the temperature becomes." "But isn't it warmer up in the mountains?" asked the youth at the foot of the class. "Certainly not," replied the professor. "Why do you think it would be warmer there?" "I thought the atmosphere was heated by the mountain range," answered the youngster.

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