

PRINCE OF WALES COLLEGE.

Commencement Exercises Last Evening.

The Valedictory and Dr. Anderson's Reply.

Music and Essays by the Pupils.

The Important Address of Rev. Dr. Walker, D. D.

Speeches by His Honor the Lieutenant-Governor and the Premier.

A New College Building Promised.

The Prince of Wales College commencement exercises in the Opera House last evening were well attended, and the greatest interest was taken in the proceedings.

The Hon. Fred. Peters, President of the Board of Education, presided. There were also on the platform His Honor the Lieutenant-Governor, the Superintendent of Education, Rev. Dr. Walker, Hon. Donald Farquharson, Hon. Angus McMillan, and Dr. Anderson and the teaching staff of the College.

Professor Earle presided at the piano, and led the musical exercises, the different numbers being well executed, especially the short period in which the pupils have been under the instruction of the Professor. Mr. James Hyndman assisted with his violin, playing with his usual skill.

Miss Annie Moore appeared for the first time as a soloist. She possesses a clear voice, which she will do well to cultivate fully.

An essay on "Portia," by Miss Mont gomery, was well written and clearly and distinctly read. Miss Laird's subject was "The Merchant of Venice." Her paper was also well written, and it was especially read by Dr. Anderson. We regret that space will not admit of our publication in full to-day. But we shall try to find room for them in a future issue.

The valedictory was read by Mr. James H. Stevenson, "the best scholar in the school." Here is the valedictory in full—

VALEDICTORY:

Another year in the annals of Prince of Wales has rolled by, and once again its students assemble here to welcome with pleasure those who so kindly come to witness our commencement exercises. This is an hour when joy and happiness and kindly feeling should pervade every heart, when every petty annoyance or disappointment of the past year should be forgotten, and every close hand in friendly affection, for to-night many of us must part to meet no more as fellow-students and class-mates. Some in higher colleges will steadily strive to reach the far-off shining goal, where fame holds out her laurel crown, while some will bid farewell to college life to-night and plunge at once into the busy world's arena, there to wrestle from the hands of Fate the influence and fortune ever to be won by industry and perseverance. But whatever path we may pursue, whatever pleasures await us in after life, no matter how so dear to our hearts as that of our college course, a tie of common fellowship will forever bind those who have wandered together through classic mazes or wrestled with mathematical mysteries at Prince of Wales College.

A larger number of students than ever before has attended our college this season, and lack of accommodation has been the greatest drawback to satisfactory work. It is earnestly to be hoped that the powers that be will see fit at no distant date to provide us with a more commodious building. But notwithstanding this, the past year has been one of steady progress—all the various branches of the curriculum have been well sustained and drawing has been added under the able instruction of Prof. Shaw. But the year has not been one of wholly unrelieved toil. Pleasant and we also hope profitable recreation was afforded by the debating society, where our budding orators displayed their powers, and by the football contest, where the activity of body as well as mind were promoted. A new departure has been witnessed by the publication of a monthly paper by some of our ablest scholars. This little periodical is devoted to the interests of the college and has formed a pleasurable feature in the history of the year.

And as regards our professors, what can we say but what has been said again and again by students who have gone out from this, our college, encouraged and strengthened by their hearty assistance and sympathy? None of us will ever forget the instruction and advice of our energetic and esteemed Principal, Dr. Anderson. The recollection of Professor Caven's genial humor will ever bring a smile to our faces and a kindly remembrance to our hearts. Professor Harcourt, our teacher of science, has interested all and opened to our view many of the wonders of the natural world. Professors Shaw and Robertson have taken the chairs formerly occupied by Professors Robinson and West. It is superfluous to speak of the splendid work they have accomplished in their various departments, suffice it to say that deserved success has crowned their efforts. Among the athletes of the college, Prof. Shaw will be gratefully remembered for the interest he has displayed in their sports. Professors Miller and Assonah have officiated in their several branches to the satisfaction of the students and all concerned. Owing to Mr. Lloyd's departure from the Province, we had no instructor in music until late in the term, when Prof. Earle commenced an enthusiastic and successful course of instruction, and the hours spent with him have been enjoyed and will long be remembered by us all. We take this opportunity of extending our heartiest thanks to our friends in Charlottetown who have done so much to render our sojourn among them pleasant.

And now dear fellow students we turn to each other for a last farewell. Let each and all take this as a sacred trust through life—to keep the reputation of our Alma Mater unsullied, to reflect honor on the teachers to whom we owe so much, and to help each other and our fellow men to higher planes of thought and action. Let us take the simple yet sublime motto of our college as our own—"Ish Deis—I serve," and let us

serve, not ignoble ends, petty factions and the darker passions of human nature, but rather acknowledge as our masters only the noblest thoughts and motives, the highest aspirations and the kindest feelings between man and man. Such a servitude would be glorious indeed. Once more friends, professors, classmates, adieu to you all farewell, and to the end of time we will be fellow students, for what is the world but one great college where we must all learn the deepest lessons of human life. Let us then—

Go forth prepared in every clime To love and help each other, And know that they who counsel strife Would bid us smite a brother."

Dr. Anderson, who was received with applause, made a happy reply. After expressing his appreciation of the kindly sentiments contained in the valedictory, and referring to the splendid work done by the students during the year just closed, he referred to some of the students who had gone from the College to other universities, and distinguished themselves. He reminded those who were going to other institutions of the necessity there was of their doing all in their power to maintain the good name and prestige of the institution they were leaving. Those who were going into active life should go into it with heart and soul. They should make themselves master of whatever line of business they choose, and there was no doubt that they were expected of them than mere attention to the details of their business. Many former students of Prince of Wales College remember the institution very kindly, and some more than kindly. Mr. Justice Fitzgerald, one of the judges, and (Dr. Anderson) took this opportunity of most heartily congratulating him upon the great honor conferred upon him. Mr. Fitzgerald has always remembered the institution in a practical way. He had in past years given prizes to the students, and this year he had also forwarded a sum of money for that purpose. But upon his (Dr. Anderson) informing Mr. Fitzgerald that there were no prizes this year, and suggesting that instead of a money prize he present a medal annually, the suggestion was readily accepted, and in future there will be a medal from him each year. (Applause and cheers.)

The presentation of diplomas, etc., then took place, Dr. Anderson calling out the names and explaining the high standing of the successful students, and Lieutenant-Governor Howland making the presentation. Dr. Anderson explained that persons holding these diplomas could enter any of the faculties of McGill University without having to undergo an examination. The names of the students winning the diplomas were given in THE EXAMINER yesterday, and need not be repeated. As each came forward to receive his parchment he was greeted with applause and college cries.

The chairman then introduced Rev. E. Walker, D. D., of Rolla Bay, who gave an exceedingly practical address, which we publish in full:

DR. WALKER'S ADDRESS.

It is a great pleasure for me to be here this evening at the invitation of my friend Dr. Anderson, to address to you, the graduates of the Prince of Wales College and Normal School for the scholastic year which is about to close. I am aware that there are here present three classes of graduates: those who intend continuing their studies in various institutions of learning abroad, those who intend entering at once upon the duties of the various positions for which they have qualified themselves, and finally, and last but not least, those who have obtained their diplomas.

I feel bound to say at the outset that I do not consider myself as competent to address you as the occasion demands, for the simple reason that to address you satisfactorily can be done only by a practical educationist, which I am not. Education is a progressive science. The practical educationist studies the latest educational ideas, the latest scientific methods, books and appliances. He is desirous of communicating to students and teachers like the results of his studies and experience. He aims at making their sympathies in every progressive educational movement of the day. Whether he be engaged in moulding the plastic minds of youth, satisfying their thirst for knowledge, or broadening the horizon of the intellectual vision of those of maturer years, he is enthusiastic in his work and finds his greatest consolation in the co-operation of his fellow-teachers, in the advancement of his pupils, and the recognition of his efforts by an appreciative public. Hence it is that outside of the institution from which you graduated, or outside of whatever institution of training you may hereafter enter, you will scarcely find anyone more competent to instruct you than your professors. At the present time, and in after life, you will go to them to find in their words and their sympathies, in their every progressive educational movement, a childlike confidence in one's professors is the surest road to success. My object is not to tender you advice in detail. I will content myself with having pointed out to you in a general way that you will find in your professors the best of advisers as well as the best of instructors, for they occupy the place of parents to the students under their care. My object this evening is to congratulate you, as I now very heartily do, on your graduation, on that measure of success that has attended your efforts as far as you have gone on the royal road of learning, and as a former student of the Prince of Wales, I beg to express to you my best wishes for even better success in your future studies and in the various spheres of usefulness of which each one of you will make a choice. Besides, I would wish to draw your attention to a few practical questions, and first of all to a matter that is lost sight of by graduating students here, viz., that from one end of this Province to the other the people take a very deep interest in the graduates of the Prince of Wales College and Normal School, especially in those who obtain their diplomas, and intend devoting themselves to teaching in the schools of the country. There is a demand on all side for competent teachers of good character and exemplary conduct. One of the most anxious cares of parents is to provide for their children as good an elementary education as they can, in instances where their means allow it, a classical education as well. In short, the school-going child in every corner of the most interesting and important institutions of a country, is anxious to know that in every city in the world the vest of the sovereign, of persons high in authority, or of distinguished strangers from abroad is usually signified by a visit to the schools. It is your ambition to assume the responsibility of presiding over these important nurseries of learning. From the schools of to-day the teachers to whom we learned owe so much, and to help each other and our fellow men to higher planes of thought and action. Let us take the simple yet sublime motto of our college as our own—"Ish Deis—I serve," and let us

qualifications of those entrusted with the management of elementary schools, the manner in which discipline is enforced, and the teacher's care and attention in following the prescribed course of studies. There are two recent additions to the number of text-books prescribed for use in the public schools of this Province, which call for a special word of praise. I refer to those entitled "First Principles of Agriculture," by Prof. Tanner and Lawson, and the Pathfinder series of text-books on Anatomy, Physiology and Hygiene, in three volumes, the first for primary grades, the second for intermediate classes, and the third for advanced pupils. This latter series of text-books is well adapted to impress upon the minds of pupils at an early age correct ideas of the laws that govern the growth of the body, which impressions, thus early formed, are sure to be lasting and to have a considerable influence in strengthening both body and mind. With regard to the text-book on Agriculture I forget that I am incapable of judging as to its merits, but the very fact that such a text-book is on the list of books in use in our common schools shows that the Government has not neglected its duty to the educational department. This is an agricultural province and it is fitting that the science of agriculture should occupy a prominent place among the studies of our common schools. No doubt a committee composed of a few of our teachers and a few of our best agriculturists could in a short time furnish us with a more useful handbook than the one now in use. It is not desirable to all that the teaching of the principles of agriculture in our public schools tends to make the farmer's calling more attractive, to raise it to the level of a profession, and to induce persons to have a laudable ambition to become skilful, scientific and prosperous farmers; whilst it removes from us generally, the odium of neglecting that branch of industry for which our country has a climate and soil especially adapted.

In this connection allow me to suggest to you, teachers, exercises on the keeping of farmers' accounts as a prominent feature in the curriculum of our schools. In this calculating age of scientific progress and keen competition, a good business knowledge and good business habits are necessary requirements for a successful farmer. It is to be hoped that the day is not far distant when, in an examination for teachers' licenses, agricultural questions in the examination papers will be as indispensable as, say, the questions in mathematics or grammar. I make special mention of the text-books on physiology and agriculture, because they are comparatively new, and furnish a very useful addition to the list of subjects you shall be called upon to teach. I am glad to have this opportunity to state to you teachers that to my mind the curriculum of this Province is very favorably those of the same grade in other Provinces of the Dominion. You will nevertheless be judged by the results of your work as teachers, and I am sure that you are one and all fully determined to sustain the good reputation of the teaching body to which you will very soon belong. No matter how well adapted the curriculum of our elementary schools depends upon the manner in which the various subjects are taught, the look with which a painstaking teacher adapts his instructions to the mental capacities of his pupils. The programme of studies may be the same in schools of a certain grade; but in teaching according to that programme two teachers are alike in their manner of teaching, and their pupils are different in talents, in previous training and in the degree of attention and application they give to their studies. A teacher must necessarily vary his methods to suit the particular class of pupils he has to instruct. The teaching of English literature in our elementary schools is one of the most important duties of a teacher, yet the variety of ways in which that subject is taught is so great that practically each teacher has a method of his own, more or less susceptible of improvement. Having occasionally assisted at public school examinations in which English literature was a subject, I do not receive from our teachers that degree of attention which its importance deserves, and that a vast improvement could be made in the manner in which it is usually taught. Our teachers usually confine themselves to the task of imparting a good knowledge of the grammatical construction of the English language, and stop short of the more important part of their pupils ought to be satisfied with that much of an English education. But their pupils are not satisfied with such a meagre knowledge of the language they are to make use of every day. Both in schools and colleges the constant aim of pupils and their most ardent desire is, in addition to grammar, to acquire a freedom and facility in the use of their language whether spoken or written. An English teacher should be familiar with the various tools necessary for performing the work he has in mind, and be able to use them as he would a pen or pencil. It is as the medium of expressing one's thoughts or convictions, to be able to make good use of it when occasion requires, either in conversation, in public speaking, or in writing prose or verse, is an accomplishment as easily acquired as skill in the performance of any manual labor, provided that during the years of school age, a due attention is given to our language, both in theory and practice, and not neglected. It is in vain that we store our minds with knowledge, if that knowledge which we spent time and money to acquire, may be again profitably locked up in our minds for lack of facilities to make use of it. I am glad to have this opportunity of suggesting to you teachers to have this question discussed at your school conventions with a view of improving the present method of teaching English literature in our public schools. It seems to me that it would be advisable to take up the study of English composition simultaneously with English grammar, and have a daily exercise suited to the capacity of the pupils, commencing with the forming of sentences of various kinds, including the various parts of speech, the different figures of speech, amplification of sentences, and of short stories, so as to give full scope to the inventive powers and the imagination of the pupils. Exercises in elocution would tend to give variety and a fascinating interest to the study and would in a short time overcome that listlessness that is sometimes so hard to dispel. And the less the teacher corrects and criticizes his pupils' work at this stage, the better. Encouragement and applause aid them and give them confidence but criticism is apt to discourage even incipient literatures.

When these preliminary matters are thoroughly mastered, the students may be given work of a more difficult nature such as the writing of essays on subjects with which they are familiar, chiefly exercises in the use of figures of speech, and the study of rhetoric and literary criticism should be deferred until the literary ground-work is securely laid and finished in every detail.

To such prominence given to the analysis of sentences seems to me to be a peculiarity of the lessons in literature in the average country school. The analysis of sentences like every school or college following the prescribed course of studies, the powers of the mind, as physical exercise strengthens the body. But I would ask you it is not a mistake to lay particular stress upon analysis at the expense of syntax? Should not at least as much time be devoted to the synthesis as to the position of sentences as to analysing them? One operation acts as a counterpoise to the other. To practically neglect one is to render one's literary criticisms unscientific and incomplete. Is not the parsing of sentences analysis enough until pupils are ready to take up the study of rhetoric and literary criticism? Then a searching analysis is something required in most cases to find out an author's meaning. To be able to compose sentences with facility is undoubtedly a greater accomplishment than the ability for analysing another's. An agriculturist I forget that I am incapable of judging as to its merits, but the very fact that such a text-book is on the list of books in use in our common schools shows that the Government has not neglected its duty to the educational department. This is an agricultural province and it is fitting that the science of agriculture should occupy a prominent place among the studies of our common schools. No doubt a committee composed of a few of our teachers and a few of our best agriculturists could in a short time furnish us with a more useful handbook than the one now in use. It is not desirable to all that the teaching of the principles of agriculture in our public schools tends to make the farmer's calling more attractive, to raise it to the level of a profession, and to induce persons to have a laudable ambition to become skilful, scientific and prosperous farmers; whilst it removes from us generally, the odium of neglecting that branch of industry for which our country has a climate and soil especially adapted.

In conclusion, I wish you all a pleasant vacation, and the highest degree of success in the various avocations in life, and I hope that, like myself, you will ever have pleasant recollections of the Prince of Wales College, your professors and your fellow-students.

The address was well received and generally applauded.

Premier Peters, on rising was greeted with applause. He said he observed by the programme that there was to be "an address by the President," just here. That, it might mean the President of the United States or might mean the President of the Board of Education. It probably meant the latter, as at the present time he is in the Province. But he was glad to see good at all addresses, and it was his intention to abide in favor of the Lieutenant-Governor, who was present, and who would doubtless have something very interesting to say. But before he was called he desired to say a few words. He most heartily congratulated the young ladies and gentlemen who had won diplomas. They had earned these diplomas as themselves by their own industry, and everyone knew that what one earned by his own exertions was an exceedingly sweet morsel. He especially congratulated Mr. Stevenson who won the Governor-General's Medal. He had worked hard for it, and deserved it. He had also earned more than the medal, he had earned the good-will of his fellow students, and that in itself was a fine thing. Education was a part of the political and social system of the Province, and a large proportion of the revenue went towards defraying its cost. The cost was not so important as the results. If good results were shown for the money spent upon education, the money would be well spent. He hoped the educational system of the Province would be improved, and that the success of our teachers there of which any province might be proud, we had a splendid one in the Province ought not to be proud. If he had anything to do with the affairs of the Province for any length of time, it would be his duty to see that the Province was the intention of the Government to erect a new building to sweep away the College building as it exists to-day, and put a better building in its place.

After the cheers which followed the Premier's promise to erect a new college building had subsided, Lieut.-Governor Howland arose, and was also greeted with applause. He said he was glad the Premier had taken the time before he built the college, and then proceeded to congratulate the students upon the success that had attended them during the scholastic year 1893-94. It afforded him great pleasure to be present at this occasion, and as he sat there his memory went back to the days of the old Central Academy, which had now grown to be a college, and which had during the past year, and the growing country, and the students of the present day had opportunities which many of those who had gone before them did not possess. He strongly urged the necessity of thoroughness in everything, pointing out that high and lofty positions could only be obtained by hard work and perseverance. He thought he had good results for the money expended in the building of the college, and he had taken about cutting down the expenditure for that purpose. In conclusion he strongly urged the students to always be true to their Alma Mater and to the friends formed at College. If they did this they would never lack a friend when an old classmate was to be found. This was his experience. (Cheers and applause.)

Dr. Anderson then expressed his personal thanks to Professor Earle for his untiring energy as musical instructor at the College during the past two months, the good effects of which were visible, and the boys gave the Professor "three cheers and a tiger."

After more cheering for some of the teachers, and the singing of the National Anthem, the proceedings were brought to a close.

House & Land, Furniture, &c.

I am instructed by Mr. John McKeever to sell by Auction, on THURSDAY next, June 14th, at 12 o'clock, noon—

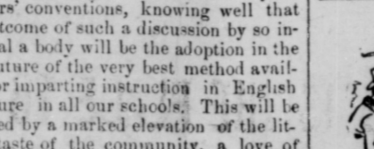
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For freight or passage apply here to N. B. & M. RATTENBURY, Agents.



Today the contests to decide the bicycle championships of Great Britain take place at Birmingham, England.

A team race with Ireland will be held. The twenty-five mile championship will be held at Herne Hill on June 23, and it is the intention of the Belgian Cyclists Union to send a team. Some record-breaking is on the programme.

We have broken the record the last few weeks for bargains. Unprecedented values in everything pertaining to gentlemen's dress, from a Beaver Hat to a pair of Socks. We are particularly anxious to have you see our goods, in order to vouch for what we say as being correct. If we cannot sell you cheaper than anybody else we don't expect your patronage; but call anyway and bid us the time of day, if nothing else.

Don't swear because your briarwood's burnt out. Get a new one and USE MASTIFF PLUG CUT hereafter. It is the only tobacco that leaves the briarwood pipe whole and sweet.

JOHN T. MCKENZIE, June 9

OPERA HOUSE.

Wednesday Evening, June 13th, under the Auspices of the Caledonian Society.

The only appearance in this city of

DURWARD LELY,

the celebrated Scottish Singer and Tenor of the Adelphi Patti Concert Company, assisted by

Mrs. Lely, Pianist,

in Song and Story of Scotland.

Tickets, 35 and 50 cents. Plan of Hall at Dodd's Drug Store. Plan of Ballroom at Rankin's Drug Store. Sale of tickets begins Friday morning at 10 o'clock.

June 7—this sat tu

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I am instructed by Edward Bayfield, Esq., to sell by Auction, at the premises, Brighton, on WEDNESDAY, the 13th day of June, instant, at 11 o'clock, a. m.:

That desirable property situate at Brighton, being part of the estate of late Admiral Bayfield, at present occupied by William A. Weeks, Esq., Jr., comprising three acres of land, with large Dwelling House, Stable and Outbuildings, all in good repair. The House is heated with hot water.

TERMS—One half down; balance may remain for a term of years at interest at five per cent., secured by mortgage.

R. BEAIRSTO, Auctioneer.

June 8—dy tl st

WANTED.

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June 8—19 pl

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We ask you to come—to inspect, if not to invest. We want you to know that right here in the city of Charlottetown, at PATON'S, this SATURDAY, p. m., you will see the most elaborate exhibit of exclusive effects in Carpets and General Dry Goods in all Charlottetown. And at what low prices! "Oh, my!"

Come one, come all, and leisurely view our display of bargains.

LADIES!—As our 8c. Cotton Hose, "Fast Dye," is already down to rock-bottom price, our price will remain the same. Please compare ours before purchasing any. Also see our 24c. "All Wool" Cashmere Hosiery.

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Charlottetown, May 31, 1894—tu thu sat

The Rage for Moire Silks. Manufacturers Rushed. Looms running night and day cannot supply the demand for Moire Silks and Ribbons. Conditional orders only are taken, and contracts for time delivery will not be entertained. Our order sent April 25th has just come to hand. Black and Colored Moire Silks, Black and Colored Moire Ribbons, Moire Pongees, Laces, Insertions, Braids, Sequin Trimmings, Black and Colored Silk Gimps.

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