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NEW SERIES.

CHARLOTTETOWN, P. E. ISLAND. WEDNESDAY, OCTOBER 8, 1890.

VOL. 26.—NO. 112

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Family Plots, 15x20 feet, on high and dry ground, sold at reduced price of \$20 00
Plots half above size, in good locations, 12 50
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HENRY SMITH,
Secretary Cemetery Company.
july17—cod 3m

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sept27—2w (sat tues) pat

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Gold, Gold-Filled and Silver Watches; Gold, Silver, Gold-Plated and nearly every other description of Jewelry; Solid Silver and Silver-Plated Ware; Marble, Imitation Marble and Walnut Clocks; Gold and Steel Spectacles, Gold Pens and Pencils, Pearl and Leather Card Cases, Vases, Lusters & Flower Stands.

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FALL BOOTS! FALL BOOTS!
SOLID WEATHER.

Every Pair of our Make warranted Cheapest and Best at
GOFF BROS'.

Cheap Boot Store and Factory.

SHOEMAKERS!—Goff Bros. is the place to get your Sole Leather, Tops and Findings.

Sole Leather, Tops and Findings.
eod&wky—sept24

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DOES CURE CONSUMPTION

in its First Stages.

Palatable as Milk.

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WE EXTEND a cordial invitation to our customers in all parts of P. E. Island to call on us at our Store, QUEEN STREET, during Exhibition Week.

Hundreds of Farmers who are strangers to us sow our Seeds year after year; we shall be glad to make their acquaintance.

During Exhibition Week we shall give extra value in all kinds of FAMILY GROCERIES. Our stock is large and select, and our prices low.

Call on us for Fruits, Pears, Apples, Grapes, Bananas, Oranges, Lemons, etc., Choice Confectionery, Rankine's Celebrated Biscuits, etc.

Highest Price Paid for Eggs.

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Charlottetown, Sept. 24, 1890—dy law&wy

CH'TOWN MUTUAL

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B. BALDERSTON.
aug22—3m 2aw

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250 dozen Fine Sherry and Port Wine, 200 barrels Ale and Porter, quarts and pints, 300 dozen Apollinaris Water, 10 barrels Belfast Ginger Ale,

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J. W. HODGSON,
Customs Broker.
Ch'town, Sept. 26, 1890—1m eod

Teachers' Institute.

The Annual Meeting.

Mr. Oxenham's Report—Continued.

MR. R. H. CAMPBELL agreed with almost every remark made by Mr. Martin in his excellent essay. There is not as much difference in mental training between those who till the soil and those who pass through college as some people imagine. As many of our young people cannot always remain at home, they should be sufficiently educated to fit them for the best positions abroad. But it cannot be denied that a vast amount of time is wasted in the acquisition of Latin and Greek, which, in many cases, will be of little or no use to the learner, and that this time could be much better spent in acquiring more useful knowledge. During the winter season I have generally a class of grown-up scholars who do not wish to study Latin or French, and who, consequently, do not join the classes in the higher grades. Now, while the latter are engaged in the Latin lesson, these winter pupils are doing nothing. In such a case, I think, other studies should be substituted for those of Latin and Greek, which would prove more beneficial to all. Much time is wasted, in many instances, in attempting to teach those languages.

MR. J. A. NICHOLSON—Mr. Martin's paper is an excellent one. The question of Classics versus Science is a living one, and is becoming more so than ever. No person is, perhaps, more convinced than I am that our educational system needs reform, and so far as my influence can be exerted, it will be in favor of a change in certain directions. I agree with Mr. Martin as to the necessity for the introduction of scientific subjects and work of a practical character; but I am not prepared to say that I would dispense with Greek and Latin. If we wish to prepare our students for the universities abroad, we must retain the classics. The question is: Where should the sciences be taught? They must be taught in some school next to the university; but should be first introduced into the country schools, from which students come. I think, however, that this discussion should be deferred until Mr. MacSwain's paper on high school work has been read. I am in thorough accord with Mr. Martin in the statement that the work done in our common schools should be made as uniform as possible. I see no necessity for a second class teacher doing third class work, or for a third class teacher doing second class work. All teachers doing the same work should receive the same salary. The great trouble is, that too large a proportion of the revenue is expended upon education, compared with that spent on the other branches of the public service, and yet, there is not enough expended on it. Teachers receive a mere pittance for the valuable service they are performing.

MR. K. J. MARTIN, in closing, said: Mr. Duncan stated that we must educate our youth to take the best positions that can be obtained in the countries to which they emigrate. Now, any national system of education prepares the pupils in the schools for the positions in the country which those schools are, and not for positions in foreign lands.

Convention adjourned until to-morrow, morning at ten o'clock.

SECOND DAY—AFTERNOON.

On motion, the Convention went into the consideration of the report of the Committee on the President's address, and a Committee consisting of Messrs. Kielly, Ives and Miller was appointed to report on a sliding scale of salaries for teachers and the establishment of an insurance fund for the benefit of teachers. All the clauses of the report were agreed to.

On motion of Mr. Seaman a committee of seven members, viz: Messrs. John A. Nicholson, John Arbuckle, Wm. Cain, Ewen Stewart, Neil McLeod, Geo. E. Robinson and Ives, was appointed, with power to add to their numbers, to confer with the Exhibition Commissioners respecting an educational exhibit for 1891.

MR. BENJ. CRAFER then read a paper on "Educational Work." The subject is a short summary: So well have we been instructed to teach every branch, how to awaken and develop the intellect and train the moral nature of our pupils that it is matter for grave wonder that they are not all saints and sages by their twelfth year. But whatever degree of perfection their saintly qualities have attained, their intellectual faculties do not mature quite so rapidly, as seems from the last Report of the Chief Superintendent of Education. From a certain paragraph in that Report, it would seem that, like Hamlet's crab, we have been progressing backwards. It is my own opinion, however, that in all that constitutes true teaching, we are really advancing. But while I believe this to be the case, I must say I do not think we derive as much benefit from the excellent precepts which are continually addressed to us at these meetings as would seem likely. Someone reads a paper—on English, let us say. It is a full, accurate, and logical dissertation on the subject. I admire it exceedingly, I accord it all praise. But let not that person vainly imagine that I shall not adopt the system which he advocates. If he visit me soon, he shall find me humbly moving along in my own way. A brief trial convinced me that it was too cumbersome for my stature. It suited me as ill as Saul's armor and weapon did the stripping David. I wisely abandoned it for more primitive, but, to me, more effective accoutrements,—the sling and the smooth pebbles from the brook. A suspicion strikes me that there is something of insincerity in the good advice of which we are so lavish, that we do not always mean all we say. It is so excellent to know how vagrant attention may be reclaimed, exuberant animal spirits kept within proper

bounds, curiosity awakened, dull brains warmed and aroused, and obtuse moral perceptions sharpened, that we are tempted to lay claim to oracular wisdom, and to give elaborate directions for attaining these very desirable ends, directions which, by the way, never produce the desired effect, and, unfortunately, never will. Every one admits the importance of school discipline, but as to the means by which it is to be secured, we have, of late, waxed very sentimental. The teacher, it seems, may issue orders to his pupils; but if these are not obeyed, he is left without the means of enforcing them. Not long ago, a teacher in one of the City Schools was brought before the Court and fined, because he had the temerity to whip a boy who probably could not have appreciated any other mode of expostulation. Oh, says one, you do not doubt the power of kindness! Surely you know that love can melt and subdue the roughest and most refractory. Waiving altogether the consideration that not every teacher has such a prodigious surplus of affection that he can afford to squander it so recklessly, I must acknowledge that I am skeptical as regards the efficacy of the treatment. Beside this, those pupils who are now under consideration are not just the objects to excite the heart's tenderest emotions, and any attempt to feign a fondness which one does not feel will be quickly detected and requited with well-merited contempt. The practical man may tell me that the education imparted in our common schools does not fit our boys and girls for their life's work. Well, I have to acknowledge with appropriate humility, that very rarely do pupils go from our schools finished accountants, clerks, navigators, or mechanics. I would add with a saving clause, the statement that these are branches which do not properly come within the sphere of our action. Are our youths then sent out from school insufficiently equipped? Is it nothing that their minds are broadened, their judgment strengthened, their reason developed, their view of life's duties elevated and enlarged? Childhood must have mental food, and it is important that it be fed well. The way in which to prevent the reading of bad literature is to provide the genuine article, free from adulteration and poison. (Applause.)

MR. IVES.—Our friend, Mr. Crafer, has very pronounced views on corporal punishment. I believe that five-sixths of all such punishment is not worth the time taken up in administering it, because it is scarcely ever done in a proper manner. If it does not accomplish the purpose intended, it is positively injurious. The greatest care and judgment should be exercised in connection with the punishment of pupils.

MR. MACSWAIN, Principal of Queen Square School, then read a paper, having for its subject "A double course in our High Schools." When space permits, this paper will be published.

MR. KIELLY.—Mr. McSwain seems to be in favor of a double course of instruction in our High Schools; he would have a classic course and a science course. For some time past, there have been two parties, one advocating the teaching of classics, the other that of science. The consequence is, that in country schools, teachers are burdened with more work than they can properly attend to. The subject of Agriculture has lately been added to the course of study, and it is required to be taught. Now, how can teachers who have never studied that subject be asked to teach classes therein? Such a demand is unfair. Botany has also been added to the course for entrance to the College and Normal School. Is this fair to the teachers? I would like to hear some of those who make these demands upon the teachers, attempt to give a lesson on Botany or Agriculture. The adoption of Schmidt's history of England, as a text book, for our schools was a great mistake. That book is a perfect jumble, and it is impossible to teach history from it. I would willingly light the fire to burn all copies extant in this Province. Collier's history is, I believe, the only good school history. These are matters that affect us all.

MR. NORRIS.—I have some fault to find with the course of study, but I cannot go as far as the last speaker in that direction. The paper read by Mr. McSwain was a very good one, and his plan would work well if successfully carried out. It seems that teachers are now required to teach both the classics and the sciences. Agriculture and botany have recently been added to the course of study for advanced pupils. Well, I for one feel strongly opposed to the teaching of agriculture in the schools; but believe that the teachers could study botany and teach it in such a manner as to make it an advantage to everybody to learn it. Our boys want Botany, but not Agriculture, as they do not want to become farmers; neither do the girls intend to become farmers' wives. It is unfair that teachers should be asked to teach Agriculture to the boys and girls of our Public Schools, and explain to them the qualities of the various kinds of manures. Why not strike out that subject, and ask for French instead, as a qualification for entrance to the Prince of Wales and Normal School.

[CONTINUED TO-MORROW.]

To the Deaf.

A person cured of Deafness and noises in the head of 23 years' standing by a Simple Remedy, will send a description of it FREE to any person who applies to NICHOLSON, 177 McDougall Street, New York.
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DIED.

Fell asleep in Jesus, Oct. 5th, Florence Hannah, aged 10 years, daughter of Robert R. Hannah, of this city.

Dyspepticure—Is not a palliative, but a cure; it first relieves, then controls, and finally entirely subdues the irritation and inflammation of the stomach that causes indigestion and dyspepsia.

K. D. C. is Guaranteed.