

Thin Babies

often develop into weak, delicate, backward children; undersized, nervous, feeble, adults. Lack of nourishment is the cause.

Scott's Emulsion

is the remedy. A little of it three or four times a day will do wonders. The pinched, sad faces become round and rosy; the wasted limbs plump and firm. If your baby is not doing well, try this great food-medicine.

See and try, all druggists.

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The Eyes Feed the Brain.

Parents who neglect their children's eyes are more cruel than the Chinese, who encase the feet of their little ones. One dwarfs the feet—the other stunts the mind. When we adjust glasses study becomes a pleasure.

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THE UNEXPECTED HAPPENS
 IF CH'TOWN WERE OTTAWA today you would have been sorry you were not covered for a large amount. I have good companies and at quite low rates.
E. H. BEER

EDUCATIONAL COLUMN.

EDITED BY INSPECTOR M'CORMACK.

PICTURES IN THE SCHOOLROOM.

The value of pictorial illustrations in the schoolroom cannot be over estimated. However clear, graphic, and interesting oral illustration may be, for children whose knowledge of things is limited, it must be supplemented by pictorial illustrations.

Pictures are part of school apparatus as essential as maps. No teacher thinks of teaching Geography without the aid of a map. Yet nothing is intelligently taught of Geography through a map, except a general sense of location, and possibly of distance. Geography needs pictures to make it intelligible. History needs the aid of pictures; as of historic incidents, of dress and architecture different periods &c. Natural History can scarcely be taught without the aid of pictures, as animals, plants &c.

Among the many advantages of using pictures in the school are (1) they save the use of words, (2) they convey better ideas than mere words, (3) they can be made to represent so many things which the child will never see in reality, (4) they are convenient substitutes for objects, machines, &c. of which comparatively so few can be brought into school.

I would advise every teacher to secure a few dozens of the Perry Pictures which are reproductions of the works of the greatest artists of the world. Their use in the schoolroom cannot fail to be of the greatest advantages and interest to children. These pictures are sold at the small sum of one cent each. They are published by the Perry Picture Company, Malden, Mass. I understand that Mr. Charles J. Mitchell, Bookseller, Charlottetown, keeps a full line of the Perry Pictures in stock. Every teacher who visits the city should call at Mr. Mitchell's and inspect them.

NATIONAL TERROR.

A writer in "Cornhill" gives some humorous notes of English school examinations. Apparently national characteristics came out as vividly as individual ones, at these encounters between the learned and the unlearned.

One day, an examiner was listening to a class of Irish boys, in London, as the repeated MacAulay's "Horatius."

"Would three soldiers, nowadays," he asked "be likely to hold a bridge against a whole army?"

"No, sir," the boys answered.

"Would three Englishmen, for example?" he continued.

"No, sir," said the class.

"Would three Scotchmen?" They again dissented.

"Would three Irishmen?" "Please, sir," shouted an excitable little fellow, "one Irishman would do it."

PROBLEMS IN ARITHMETIC.

I. How long would it take \$40 to produce \$9.80c interest at 5 per cent? Ans 4 yrs, 10 mos, 24 days.

II. Sold a horse at a gain of 20 per cent, with the money bought another and sold it for \$60, and lost 37 1/2 per cent, what was my gain or loss? Ans \$20 loss.

III. How many palings, each 3ft 6 in, long and two inches wide, can be made from 20 boards, each 14 ft long and 1 foot wide? Ans 240.

IV. Hypotenuse 80 feet, base 64 feet, find attitude. Ans 48 feet.

V. A boat goes 14 miles down, or 4 miles up stream per hour, how far can she go and return in 9 hours? Ans 28 miles.

VI. Principal \$400, interest \$105, time 4 years 4 months, 15 days; find rate. Ans 6 per cent.

VII. Find the cost of a fence at \$3 per rod that will enclose 20 acres in the form of a square. Ans \$678.72c.

VIII. What will it cost to plaster a room 40 feet long, 22 feet wide, 9 feet high at \$3.50 per square of 100 feet, deducting 90 square feet for doors and windows? Ans \$66.71c.

IX. 3 pecks, 3 qts, 1 pt is what decimal of 12 bus? Ans .071

X. A, B and C dine on 10 loaves of bread; A furnishes 6 and B 4; C pays the other 20 cents; how shall A and B

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Dear Sirs,—For some years I have had only partial use of my arm, caused by a sudden strain. I have used every remedy without effect, until I got a small bottle of MINARD'S LINIMENT. The benefit I received from it caused me to continue its use, and now I am happy to say my arm is completely restored.

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divide the money? Ans A 16c B 4c.

XI. How much grain shall I take to mill so that I can take away 20 bus, and yet pay toll at the rate of 4 quarts to the bushel. Ans 11 bu, 1 pk, 1 qt & 5-7 pt.

XII. A boy flying a kite let out 425 feet of string, and the distance from the point where he stood to a point directly under the kite was 210 feet; how high was the kite supposing the string was straight? 369 feet.

SPARE MOMENTS.

An awkward boy came to the residence of a celebrated school principal, and asked to see the master. The servant eyed his mean clothes, and thinking he looked more like a beggar than anything else, told him to go around to the kitchen. He soon appeared at the back door and repeated his request.

"You want a breakfast, most like," said the servant, setting him down to some bread and butter.

"Thank you," said the boy, "should like to see Mr—, if he can see me." "Some old clothes, maybe, you want; I guess he has none to spare. He gives away a sight," remarked the girl, eyeing his ragged clothes.

"May I see Mr—?" asked the boy with the most emphatic emphasis on each word.

The girl for the first time stopped her work. "Well, he is in the library. If he must be disturbed he must, I s'pose," and she whisked off to the room, remarking as she opened the door, "Here's somebody terrible anxious to see you, sir, so I let him in."

The professor laid down his book and talked with the boy with increasing interest and soon took down some books and began to give him an examination, which extended even to Greek. Every question was answered promptly and correctly. The professor was amazed, and asked the boy how he managed, with his apparent poverty to accumulate such an amount of knowledge.

"Oh, I studied in my spare time, answered the boy brightly, unconscious that he was an example even to the man before him.

He was a boy, a hard-working orphan, almost fitted for college in spare moments that his companions were wasting. Truly, spare moments are the gold-dust of time."

THE IDEAL HIGH SCHOOL.

At a meeting of educationists held in Boston some time ago, Mr. Edwin P. Seaver, Superintendent of the City-Schools, gave a discourse on the above subject. The following are some extracts from this excellent address which is replete with suggestions, as to the improvement of high schools curriculums.

"First of all, our ideal high school will be a school for development of individuality. It will not attempt to mold them all to one pattern, nor to fill all their minds with the same choice but limited assortment of useful knowledge. One uniform course of study, composed of a little of this and a little of that and a little of whatever else may be considered important for an educated person to know, will no longer be our educational fetish. For we shall then understand and accept the doctrine that education comes not so much from what one studies as from how he studies; that interest in study rather than the thing studied educates.

"Our school, therefore, will offer not one course, but many courses. Or rather it will offer instruction in many branches freely open for all to choose from. Each student will frame his own course of study by choosing what branches he pleases, as many or as few as he pleases, and for as many years as may suit his purpose or circumstances. This choice will not be made at random. It will be made in consultation with parents, or under the advice and guidance of teachers. But no teacher will feel in duty bound to influence this choice for convenience of school administration. The interest of the individual student will outweigh all else, and the school will recognize this.

"The student who takes but a few studies at a time will not suffer by comparison with other students who take more studies at a time, for class standing will be no more. All artificial inducements to industry will have been done away. The whole interest and energy of each student will be concentrated on the particular subject he has chosen to study. His one aim will not be to keep pace with his class, but to master thoroughly his subject of study. His teacher's effort will be to help him in the work he has chosen to do, not to drive him through work he has no wish to do.

"Under this free choice of studies every student assumes largely the direction of his own education. The responsibility of making much or little of his opportunities rests chiefly with

him. A student's fixed purpose may be to prepare himself as best he can in the limited time at his command for commercial employment. It may be that his time is very short and that book-keeping is about the only study he can afford the time to take. In our ideal school he will be permitted to take this study in his first year, and not be obliged to wait till his second or third year, and meanwhile expend much efforts on other studies which are beside his purpose.

"Why should he be obliged to spend a year on algebra, and history, and botany and a foreign language before reaching the study he chiefly wishes to take? And when he has reached this study in his second year, why should he still be obliged to spend the major part of his time studying more mathematics, more history, more natural science and more foreign language? Is it that he may get 'an all around education,' or that he may not be permitted to grow 'narrow-minded' or 'mentally one-sided,' by attending to only one subject of study?"

"In the new school no pupil will be expected to sacrifice time or inclination to the demands of an established course of study. But the pupil who has no definite purpose to govern him in his choice of studies—will not a predetermined course of study adapted to the so called average mind, be the best for him? No. Let him assume a purpose if he have it not, and thus learn to become responsible for his own education.

"The ideal high school will be a school for development of high scholarship. The teachers will carry their acquirements to much higher standard than are now within reach. This will be a consequence of the free choice of studies. Under our present present system a student must learn a little of (Continued on page 6.)



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We have just received, also some large fat Cape Breton Herring. We can supply them in pails, 1/2 bbls, 1/4 bbls, and by the dozen, also in barrels for the wholesale trade.

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We have just received 50 dozen reserve jars in glass and stone, which will be sold low to clear out the lot.

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Ch'town, ne 20th, 1900

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