

HIGH SCHOOL CLOSINGS

HAVE BECOME TOO COSTLY

(Continued from Page 3.)

Some of the portfolios done by our boys and girls have attracted much favorable comment outside the Province.

County Institutes.

At our County Institutes, which in my long experience, have never displayed more vitality, I have been greatly impressed by the work of teachers and pupils, not only in the organizing ability and power of expression developed by Red Cross activities, but by the ability shown in excellent musical programmes. I may mention with reference to music, the work of the High Schools of Chatham, Saint John and Fredericton.

It is gratifying to note the interest being taken in local history. Some very excellent papers were given in Westmorland.

The Boys' Parliament in Moncton is worthy of imitation, in the interests of a better informed citizenship.

I would suggest to all teachers, that the old fashioned spelling match and debating society could be revived with advantage. The advantages of a debating Society have more permanence, than those of an athletic society.

Five Prevention.

Fire Prevention Manuals have been furnished all teachers, and the subject has been authorized to be taught in connection with Civics. Questions upon it are liable to be given on all examination papers.

I need not point to you the importance of this subject to us all. Our forests are one of our most important sources of revenue, and we should all cooperate to see that it is not impaired.

All conservation propositions should appeal to teachers. Birds, fishes, wild flowers and other objects of like nature, should be emphasized in our work with the children.

"Let the Schools do it"—That says the State Superintendent of Schools of California, is the public's attitude at present, of burden shifting.

Work For Children.

"The school," he says, "is the younger brother of civilization. We have had turned over to us the old clothes and chores of the older institutions."

Parents expect the schools to develop children's character.

The government expects the schools to teach respect for law and order.

Industry expects the schools to train workmen in all trades formerly trained by long apprenticeship.

Commerce expects the schools to train young men and women to fill positions formerly reached only through long experience in commerce itself.

City congestion and modern methods of living have forced the schools to take up the work of teaching sanitation, health education and hygiene.

And everybody, it seems, expects the schools to solve the problem of leisure—the right use of spare time.

It is a large order and only the most dauntless and inspired educators are very hopeful that it can be filled. The public, according to Mr. Wood, after putting this heavy burden on the schools, has been niggardly in its support of them. It will have to give, sooner or later, not only more money but more thought and more cooperation. The sooner it gives these things, of course, the better for the public."

And here in addition, to these things the schools are to keep the people on the farms and prevent the exodus of our people.

Many countries have tried and are trying by means of its schools to keep the farmers' children on the farm and the net result is that the number of farmers is decreasing, and the farmers complain that there are too many farmers to secure paying prices for farm crops.

Denmark's Plan.

Denmark has been held up as an example of the success of educating its people to stay on the soil. It is found, however, that the core of Danish Education is the folk school, whose object is to steep the children in the history, traditions and literature of their country and not with special reference to any vocation. Opportunities are provided for those who desire to be farmers after they have secured the education given to all.

It is a good thing for the world, that all farmers' boys and girls have not remained on the farm. From that class, more than any others, our leaders have come in all walks of life, and because of their better environment and consequent better bringing up, they will continue to be so, and they refuse by any system of education to be tied down to any selected vocation.

It is not surprising that there should be an exodus to an industrially highly organized country of kindred race and language, comparatively untouched by the war, paying high wages,

with lower costs of living and taxation, and which imposes no restrictions upon us going there, as it does upon nearly all other countries. We in Canada have always suffered in this respect because of our proximity to the United States and will continue to do so, until we become more industrial.

It does not appear however that we lose a larger proportion of the better educated classes, than of the industrial classes. The United States draws the skilled workmen of all the countries of the world and more particularly from Canada, because there is a little if any restriction to their entrance.

Training and Industry.

It will be of little avail to educate boys to be farmers if they will not stay on the farms, or to train boys industrially if there are no industries here to employ them. The training will not produce the industry, but the industry will demand and justify the training.

Our boys who have a bent for farming are often rendered restless and discontented by well intentioned bulletins and advertizing of various kinds showing more favorable conditions elsewhere than at home—always the best conditions are put forward and never the worse—Hence the exodus of our boys in such large numbers to the West on harvest excursions, many of whom do not return.

Why Students Fail.

A mild sensation has been caused in some of our High School Constituencies, and it has not been altogether confined to High Schools, by the failure of many students to graduate or reach their objectives, and as usual it has been attempted to fasten the blame upon the schools and teachers.

It is an age of soft options and many students have no higher purpose than in common parlance "to get by".

As for the reasons why so many students fail, I quote the reasons given by some of those who have experience in the matter.

Too little sleep, too much play, not enough study, too much leisure, fast eating, and diversified thinking are factors that devitalize students and are responsible for the "delinquent groups" found in every university, according to a report made public by Professor Howard of Northwestern University.

Yale Professor Quoted.

Absence of previously acquired intellectual interests, undue attention to athletics and dependence on the teacher, and reaction from home and school restriction, are the reasons for failure in college given by Roswell Angier, Dean of Freshmen at Yale University, in his report to the resident:

"The attitude in home or school may be one of merely coaching the youth to get off examinations instead of striving to awaken him intellectually. This subtly involves, as corollary, the attitude of regarding the entrance tests, rather than the four years of college beyond as the goal of effort."

"If the home environment, regardless of what is explicitly said, prompts the boy to feel that athletics are a major pursuit instead of a secondary interest, he will carry this habit of mind into college to his detriment. If a school throws insistent emphasis on athletics and on its prestige therein, the same results follow."

"It has appeared time and time again on questioning boys who are not doing well, that their previous teachers did too much of their work for them. There was too much coddling or personal coaching. The boys had, therefore, acquired habits of dependence on the teacher. In college, such a boy will suffer, often more stoned against than sinning."

Prof. Leacock's Views.

"Centuries ago," said Prof. Leacock, "when there first were colleges, they were founded mainly to prepare people to die. This was the most important business in life. Later on the idea changed; the college was to prepare people to live. In our immediate present (our little second of eternity) the idea has changed again. The college is supposed to prepare people to make their living. The college is presumed to be a place where a student is trained to make money. You put the fees in a slot and you draw out a salary."

It is this fact which is sending the tidal wave of students to the colleges and which is turning the college curriculum upside down. There is an increasing demand for what are called "practical" studies. The student doesn't want to know anything. He wants to be taught to do something. Instead of the search after Truth—which has proved unfindable—there is substituted the demand for an aptitude, for "knowing how."

Hence the flood of vague and futile studies, each alluringly connected with the making of money, deceiving the

student from the purpose of education, and defrauding him.

What really counts for practical success in life is a trained mind, clear thought, and the capacity for sustained concentration. These things are best acquired when we are not thinking about them at all. Like most of the "practical value" of education they come to us as backgrounds and incidentally.

Hence it is that many of the things at college that seem the most unworldly are indirectly the most useful."

When one dares to suggest the advantages of the 3 R's and kindred education, he is immediately classified as a hopeless conservative and is standing still while the world moves on.

As we grow older in the profession, we grow more cowardly and sensitive to this criticism,—instead of holding fast to that which we have found good, we hasten to acquiesce in new things, without being convinced of their merit.

We are greatly influenced and naturally so, by the people living to the south of us, who are wealthy enough to experiment and much more restless than we are. It is a poor week that does not produce a new scheme of education, a few have been good, and a great number have been discarded.

We do not hear so much now of the Montessori or the Cary plans of Education, but much of Junior High Schools, Project Methods, Dalton Plan and Intelligence Tests. We have learned a good deal from them and we should keep open minds,—prove before we adopt and hold fast to what has been found good.

Expensive School Graduations.

In one of the magazines not long ago, there was an article, "Why My Daughter did not complete her High School Course." He represented himself as a laboring man, who with considerable difficulty and sacrifice was endeavoring to give his children full courses at the Public Schools. His daughter could not graduate, without incurring an expense which he could not afford, for dress, class rings, flowers, photos, dances, etc.

A gentleman of moderate means told me the other day, that the graduation from a High School in this Province would cost him \$40.00 and I do not think he enjoyed it.

Many School Boards elsewhere have abolished graduation dresses and flowers. It may be said in defense, that all this is not compulsory. There is nothing more compelling than the public opinion of a school, and it is too often formulated by the richer pupils with scant regard for the parents of the poorer.

It is difficult and unpopular for teachers to control this, but control must be exercised from some quarter.

Teachers and Travel.

Never have I seen larger opportunities for travel for teachers as well as others. The papers and magazines are full of advertised routes providing excursions to every civilized country. Given the means a teacher may go at reasonable rates East or West and many are availing themselves of the opportunities presented.

One trip afforded a number of our teachers and others through the generosity of Lord Beaverbrook, has an especial appeal to us, in that all expenses are paid. In addition to change and enjoyment, it will afford many opportunities for information and culture.

I am sure you all join me in the regret I express at the absence from this meeting of some who have seldom if ever, been absent for many years. I refer to Dr. H. S. Bridges, Dr. B. C. Foster, Dr. Geo. J. Oulton and Inspector O'Brien.

They have been among our most active and influential members, always occupying prominent positions in the teaching profession and actively identified with education in this Province. We shall greatly miss their counsel and cooperation.

I am sure the Committee on Resolutions will have this matter in mind and will give expression to our sentiments more eloquently than I am able to do.

TIP TO ADVERTISERS.

Philadelphia June 26—Style is news and news dies overnight; therefore advertise women's clothes in the daily newspapers—advice by Miss Grace Walton of New York.

The Los Angeles Times tells us there are enough motorcars in Los Angeles to move the entire population 100 miles in a single day. In New Orleans they are so numerous that the population is constantly in danger of being moved to a place from which there is no return.

Tom—Don't you think Betty has a weak mouth?
Dick—Well I've found it to be the point of least resistance myself.

Weak and Nervous

A Condition Always Due to Thin, Watery Blood.

Thin blood and weak nerves generally are found together. Red blooded people seldom complain of nervousness. The reason is that the blood feeds the nerves and keeps them toned up to do the work nature intended. When the blood is thin and weak it fails in this important function and nervous troubles follow. The following case will interest those who need a tonic for the blood and nerves. Mrs. D. Veno, Union Square, N. S., says:—

"With a feeling of gratitude I write to tell you what Dr. Williams' Pink Pills did for me. I had become badly run down, and reached the stage when I could not do my housework. I was not only weak, but my nerves seemed completely shattered. The least noise would startle me and I was subject to nervous headaches. Worse still, I could not sleep at night. Perhaps I would get an hour or two sleep, and then lie awake for the rest of the night. I had reached a stage when I actually feared I would lose my mind. Up to the time I decided to take Dr. Williams' Pink Pills, nothing I had taken seemed to do me any good. I got a few boxes of these and soon there was no doubt they were the medicine to help me. As I continued the use of the pills I gradually grew stronger, ate better and could sleep at night, and now I am as well and strong as a woman could wish to be. I hope some other weak, nervous person will be benefited by my experience."

Dr. Williams' Pink Pills are sold by all medicine dealers or by mail at 50c a box from The Dr. Williams' Medicine Co., Brockville, Ont.

BLUNDERS



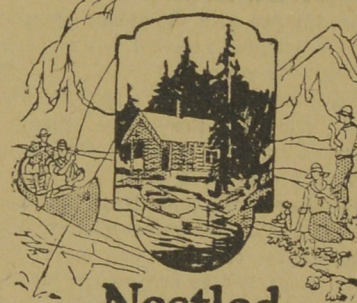
WHY IS THIS WRONG?

One of the many annoyances that the postal service has to contend with is the receipt of bundles of carelessly sealed letters, many of which are stuck together. Since letters can be run through the cancelling machines only one at a time, all those stuck together must first be pulled apart by some postal employee. This may result in mutilation of the addresses or in placing the letters to one side until other mail has been handled.

Mrs. Tartar—My first husband had much better sense than you have.

Tartar—I don't see it. We both married you.

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