

G. I. NUGENT, M. D.

338 BRUNSWICK STREET

Phone 808

FREDERICTON, N. B.

FALL TERM

— at —

**FREDERICTON
BUSINESS
COLLEGE****A GOOD TIME TO ENROLL**

This is the Time to equip yourself with a Business Training so you can take advantage of the opportunities which come your way.

Write, phone or call for full information regarding our courses.

F. B. Osborne, Principal,
Fredericton, N. B.

**ATTENTION
LUMBERMEN****GET YOUR CAMP SUPPLIES
AT OUR STORE!**

We carry a complete range of
CAMP BLANKETS

Priced \$2.25—\$3.00 per pair

LUMBERMEN'S TICKS
TABLE OIL-CLOTH
ROLLER TOWELLING
ETC.

J. Stanley Delong

Phone 68-11 63 Carleton St.

**RUNNING
A HOTEL**

IS NOT AS SIMPLE AS IT
SEEMS.

To give maximum guest service, not only when asked but in anticipation of every want — to be able to give information at an instant's notice on any one of the thousand points which perplex the traveller — is a service upon which we pride ourselves at

**The Waverley
Hotel**

H. E. DEWAR & SON
Proprietors.
Regent St. Fredericton, N.B.

FRESH YOUNG PIG PORK

Western Beef and Lamb
Slipp and Flewelling Sausages
Salt Herring and Salt Cod

HAROLD YERXA'S

89 YORK ST.

PHONE 306

Stall Fed Chickens From K. W. Smith's**Prize Stock****YORK MEAT MARKET**

135 YORK STREET

QUALITY AND SERVICE

PHONE 592.

HOSIERY

The colder weather will soon be
here, so why not get ready for it.

We have Silk and Wool and Wool
Hose in all sizes and colors.

Just the thing for Winter

FRED BARNES**76 YORK STREET**

PHONE 1190-21

Does Our Present System Of Education, Educate?

**HAS IT EDUCATED OUR YOUNG PEOPLE
OR HAVE OUR SCHOOLS REMAINED
ALOOF FROM REAL LIFE AND RUINED
MANY BRIGHT PUPILS.**

Instead of leading the way our present system of education is out of touch with present day conditions in either the economic or social order. Our schools have remained aloof from real life, and are in a rut whilst all other conditions in the world are changing.

These are some of very many excellent modern ideas expressed this afternoon before the York and Sunbury Teachers' Institute. We have educationally gone behind and our young people have been unfitted for taking their place in the world. Mr. Tibert said:

What Is Education?

Just what do we mean when we speak of Education? Is it the possessing of a certain number of facts—many of which may have little value to us? Is it something vague and mysterious? Or is it an adventure in any kind of truth seeking which changes the quality of one's future experience and enables one to behave not merely efficiently but wisely, with a broad view and a sympathetic understanding of the many ways in which men have striven to create meaning and value out of the possibilities of human life? If this last is correct, the real question is not what shall be learned but how and why and to what end.

Our age is suffering from a dangerous over-estimating of school learning, which is as current in the home as in the school and in the whole of society in general. People are obsessed with this idea of the exaggerated importance of a knowledge of facts and accordingly treat the young people as though their memories were their most valuable possession. The exercise of their own faculty of thinking receives but little attention as a rule.

To be able to remember well is important only to this extent—that it facilitates the work of comparison between what has been learned in the past and what may be learned in the future. School education exists not so much for the attainment of knowledge as for the all-round development of psychological powers. What one achieves in the way of knowledge is insignificant in comparison with the importance of how one attains it. Education is development of the personality. It creates nothing. Your job as teachers is to develop what nature has bestowed upon the child. I fear that in many cases we are trying to bury these natural endowments

by substituting what we think the child should learn. If so we are turning what should be an asset in education into a liability.

As teachers have you ever asked yourself the question why am I remaining in the teaching profession? Is teaching simply a job to you? Or have you caught a vision of the privilege that is yours of having a part in the development of human personalities? Is a child anything more than a human animal that must be endured for five hours a day? Or are you like the great educationist who said that he never passed a child on the street but he felt like taking off his hat to him when he thought of the possibilities wrapped up in his being? Yes, possibilities that when developed can place him among the stars or debase him to the bottom of the lowest human hell? And your work as teachers is to help to develop these potential possibilities into actuality. Not simply by getting the child to acquire a certain amount of knowledge, for real education is more than that, but by seeking to develop the life to its highest level.

Child Personality
Teachers must carry on their work as though the children were of more importance to them than the educational system and that the development of one personality was of far greater value than the maintenance of any school organization.

Your task is to assist in laying a good foundation, broad enough to carry the life structure that will later be erected. For education is not completed at any stage in life, it begins at birth and only ends when we cease to draw our last rational breath.

There is a feeling in the minds of many people that education is something that can only be secured at school or college. Frequently we hear the expression, "Well, he has completed his education," when, in fact, he has just finished laying the foundation upon which to erect the educational structure.

Education requires time. The only time wasted is that spent in trying to save time. There should be no haste or crowding or cramming. Mastery of any subject requires years of familiarity with it. The formal training one receives in an institution is but the introduction. Most people never get beyond a mere bowing acquaintance with knowledge.

Modern Trends

There seems to be an increased interest in Education today. We are hearing much about Technical Education, Industrial Education, Adult Education, Health Education, Physical Education, etc. Whether the increased interest is to be but an empty gesture depends upon whether the thing demanded is really education. There is no one right way and certainly each age with its special needs and peculiar industrial and cultural environment should make its own contribution to educational achievement. But there is something which belongs to no special time and to all times, a way of approaching our tasks or valuing our experiences. No one who is merely a creature of his own time is really educated. Much as they may differ there is something which the educated have in common, a quality of spirit. Something that may not be defined but that is easily recognized by right minded people.

If then, education is a quality of life rather than the possessing of a certain amount of knowledge, how is this to be attained? There are two distinct schools of thought today. There are those who hold that education is scholarship and properly has to do with such subjects as the classics, the humanities, philosophy, etc., which they hold discipline the mind and ennoble the spirit.

Then there are those who take the opposite view and ask is it not the aim of the pursuit of knowledge to enable one to do something, to at-

tain mastery, to equip one's mind to function well in an environment that demands activity of us all? It is not my purpose to try to defend either of these positions, but rather to deal with a system that blends the two.

There are those who write and speak of education as if the mind and its ideas existed in a world apart from the world of things. But as mental life is only possible in response to some environment such pursuit of learning merely substitutes an artificial environment for the actual one. The value of such training will depend upon how near the artificial environment is to reality. The truly educated mind responds to our natural world. Education is not so much a special interest separated from other interests as it is a method of transforming all our interests.

It ought to have something to do with work since most people are engaged in some form of work most of their time. And when in an industrial age like ours the whole life of society revolves about the system of the production of wealth it is impossible to proceed with education and ignore the challenge of the day.

Changing Conditions

Society requires of every member of the community certain minimum essentials. The essentials have been changing down through the ages as the social and economic environment has changed. Certainly those requirements that were adequate to meet the needs of the social and economic structure of fifty years ago are out of date today.

If, then, education is conditioned by the environment of its day we need frequently to take a survey of conditions and adjust our educational programme so that our students will not find that their schooling has left them like a square peg in a round hole.

Our Schools Aloof

The task of our schools is to make the coming generation as efficient as possible for the requirements of life. Life, however, is in a constant state of flux. Its aspects and demands are subjects to perpetual change and for this reason the school should possess the greatest possible internal flexibility and adaptability and should become the pioneer of a richly flowing life. Instead of this our schools have held tenaciously to old courses of study and methods of teaching and have failed to make contact with the tendencies that are characteristic and distinctive of present day living. Our schools have remained aloof from real life. Instead of leading the way our educational programme is out of touch with present day conditions in either the economic or social order.

Rousseau said, "Outside of society, an isolated man, owing nothing to any one, has a right to live as he pleases; but in society, where he necessarily lives at the expense of others, he owes them in labor the price of his support; to this there is no exception. To work then is a duty indispensable to social man. Rich or poor, powerful or weak every idle citizen is a knave." Work is noble, and it ennobles him who does it.

If then work is the lot of all men should not this phase of our life receive some attention during the time the child spends in school? I believe we will all admit that our present academic high school curriculum was designed to meet the needs of those pupils who intend going on into the higher institutions of learning and it is doing a very good job in that respect, but only about 5 per cent. of our total school population ever reach these institutions. Now what of the 95 per cent. who will never go on with their institutional education? Is the course of study designed for university entrance adequate to meet the needs of boys and girls who must go out from school to make their way in the world? Are they prepared to adjust themselves into the social and economic structure of today?

Should it be necessary for the Federal Government to take the youth of this country and train them before they can support themselves? And yet that is what we are facing today. Has our system of education unfitted our young people for taking their places in the work-a-day world?

I wonder if our attitude as teachers has had everything to do with it. Have we been putting undue emphasis on the so-called "white collared" job and rather looking down on the jobs where men must soil their hands? Have we been exalting such objects as the classics and literature and belittling the practical subjects, such as home-making, woodworking, motor mechanics, commercial, etc? Have we failed to see that while the world could not get along without the Latin scholar it could not without the builder or home-maker? Our educational attitudes need to be changed.

Living In Past

We have been living in the past forgetting that our young people must live in the present with its complex

demands. Young people are finding it difficult to adjust themselves to our present day economic situation. The first and greatest responsibility of any person is to be able to support himself and those dependent upon him. That must come first.

Do not misunderstand me. I am not objecting to the study of any of the so-called cultural subjects, but I do say that we have been giving undue emphasis to these subjects. Neither do I think that culture can only be secured through the study of such subjects as the classics, literature, and philosophy. I believe that there is cultural value in the study of any subject if we look for it. There is culture in learning to do a job well no matter how lowly the job may be. The lowly jobs are more necessary to human happiness than many of those that we have elevated to places of prominence.

The attitude of many teachers toward the practical side of education is responsible for the overcrowding of academic high school grades and the consequent overcrowding of our streets with young people who find that they have nothing to sell in the way of skills.

Our present system with its utter disregard of natural ability is turning what should be an asset in education into a liability. Think of the handicap a boy has who was intended by nature to be a mechanic or industrial worker, but who must compete in high school grades with a boy of natural academic tendencies.

We boast of our equal educational opportunities. Can we say that these boys have had equal opportunities when one is working against a natural handicap? I cannot see how we can say that all children have equal educational opportunity until each one is placed in a course where he has a fair chance of making good. Today we herd all high school pupils into the same grade where they are marked according to a set academic standard and then we expect them all to do equally well. An absolute impossibility!

We Make Failures

The failure to provide opportunities in our educational systems for training in other lines than preparing for entrance into the university or entering profession has resulted in a school mortality that is far too great. Perhaps that is the reason why less than 10 per cent. of those who register in Grade I reach Grade XI. Or why 50 per cent. of those who finish Grade VIII never enter high school. It is undoubtedly the reason why 50 per cent. of those who enroll in Grade IX drop by the wayside before reaching Grade XI, and why approximately 400 pupils drop out of our high schools every year. May it not be one of the reasons why so many pupils fail to do passing work in the high school and if they do continue on remain as a discouraged and disturbing element? These are questions that educators have been asking for many years. Is it because the school does not offer what certain pupils require?

Not Practical
I fear that even our educators have failed to grasp the fact that the pupil who is obviously designed for practical life represents just as high a degree of intelligence and mental capacity as the pupil with academic tendencies and that he is just as valuable to society. In fact he contributes more to our enjoyment and creature comforts. Where would the doctor be without the mechanic who furnishes his means of getting around? We are dependent upon the craftsman every day we live and craftsmanship calls for skill that is possible only through trained intelligence.

The privilege of training for some special vocation has been provided for the student who is privileged to enter the university but about 90 per cent. of all students never reach these institutions. From this large group come the men and women who perform the work of the world. It was to assist this group that a system of vocational training was introduced into our high school programme.

Vocational Training
These are not trade courses but regular high school courses into which have been introduced some practical subjects. It has been found that by combining the practical work with academic subjects that the student sees the practical application of studies that before had little or no meaning to him.

The boy who takes the industrial high school course gets a good grounding in all necessary academic subjects and in addition gets a number of trade skills. He is not a skilled tradesman but he has the fundamentals of several trades and best of all he has been trained to do things. He has been taught to think of life as a place in which men work. His attitude toward life is entirely different from that of the boy who has only been taught to think.

The home economics high school course offers to girls a course that combines the essentials of the academic course with the practical home-making subjects. We have said that education should prepare our young people as efficiently as possible for the responsibilities of life. Can a

(Continued on Page Seven)

SHERIFF'S SALE

The following property will be sold at Public Auction in front of the County Court House, Fredericton, N.B. at twelve o'clock noon, the 14th day of November, 1936.

SIMON STAIRS, ESTATE

Queensbury, York County, N. B.

A lot of land in the Parish of Queensbury in the said County of York bounded as follows: Beginning at a point on the north easterly side of a reserved road being about seven-eighths of a mile north east of the River Saint John and fronting the rear of land owned or lately owned by Andrew King, the said point being at the intersection of the north westerly line of lot No. 31, granted to James McFarland with the said reserved road, thence along the said reserved road north westerly and at right angles with the line of lot No. 31 twelve chains and fifty links to the south easterly side of land owned by William Clark, thence north easterly along the southeasterly line of said Clark land one hundred and ninety eight chains or to the rear of the original grant to Captain Francis Stevenson (the tract being described being a part of said grant) thence south easterly along the rear line of the said grant twelve chains and fifty links to the most northern angle of the said grant of lot No. 31 granted to James McFarland and thence along the said south westerly one hundred and ninety eight chains to the place of beginning containing two hundred and thirty four acres more or less and being a southeasterly part of lot No. 32, originally granted to Captain Francis Stevenson on the north eastern side of the River Saint John below Nackawick River.

Delinquent Parish and County: Road and School Taxes.

Year	Parish & County	Roads
1927	\$ 6.00	\$ 1.20
1928	5.70	1.20
1929	6.00	1.20
1930	5.70	1.20
1931	4.80	1.20
1932	3.30	1.20
1933	2.55	1.20
1934	3.00	1.20
1935	2.70	1.20
1936	2.47	.90

\$42.22	\$11.70
School Taxes, District No. 6	
1931	\$ 3.50
1932	3.30
1933	2.55
1934	3.00
1935	2.70
1936	2.81

\$17.86	\$42.22
Total Parish & County Taxes	
Total Road Taxes	\$11.70
Total School Taxes	\$17.86

C. N. GOODPEED,
High Sheriff of York County, N.B.
Fredericton, N.B.
October 16th, 1936.

HIGHWAY TRANSPORT, LTD. BUS SERVICE

WOODSTOCK, GRAND FALLS AND
TO ST. STEPHEN AND POINTS
IN U. S. A.

Fredericton-Grand Falls
Daily Except Sunday

A.M.	Grand Falls	P.M.
Lv. 6.00	Ar. 9.00	
Lv. 6.52	Perth	Lv. 8.08
Lv. 7.28	Bath	Lv. 7.32
Lv. 8.11	Hartland	Lv. 6.49
Ar. 8.35	Woodstock	Lv. 6.25
Lv. 8.45	Woodstock	Ar. 6.15
Lv. 9.38	Pokiook	Lv. 5.22
Lv. 10.44	Kingsclear	Lv. 4.36
Ar. 11.00	Fredericton	Lv. 4.00

Woodstock, Grand Falls

Fares—Single \$1.60 \$3.35
Return 2.90 6.00

Bus connections to all main points in America. Call 633 for information.

Travel by bus and save time.

Highway Transport Ltd
CARLETON ST., FREDERICTON
Cut out and keep as schedule**DR. G. R. LISTER**
: Dentist :

Burchill-Wilkinson Building
QUEEN STREET : Below Regent
Phone 531-11

**STOP AT THE
Queen**
When in Fredericton

TELEPHONE IN EVERY ROOM
PRIVATE BATHS

HOT and COLD WATER
J. P. CORKERY, Prop.

**IT'S TIME
to think of
Mitts, Gloves and
Hunting Jackets**

Your can be sure of
the Best for Less in
OVERALLS, WORK PANTS
and
HORSE BLANKETS
at our place

H. A. BURTT

TEL. 1234

**INSURANCE
HOWARD H. BLAIR**

RELIABLE BRITISH and CANADIAN
COMPANIES

PHONES — Office 291
Residence 345-11

68 YORK
STREET

—You Can Rest Assured—**NEW ISSUE —****PROVINCE OF QUEBEC****3 p.c. Bonds****MATURING NOVEMBER 1, 1951****Price: 99 and Interest to Yield 3.08 p.c.**

Orders may be telegraphed or telephoned at our expense.

IRVING, BRENNAN & COMPANY, LTD.

J. G. BADCOCK, Manager.

Fredericton Office, Suite 2, Loyalist Building
Fredericton Charlottetown Halifax Saint John, N.B.

A LOCAL DOCTOR SAYS . . .

I'll send a patient to ROSS DRUG UNITED for prescription filling anytime! It's one drug store that can be depended on to use only the freshest, purest drugs and the most accurate compounding. And, after all, that's what a doctor and his patients have a right to expect in every prescription job."

SPECIFY**Ross-Drug-United****PRESCRIPTIONS and be SURE**