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## Interest to Women

### NOW'S THE TIME TO PLAN THAT HALLOWEEN PARTY

#### Menus for Luncheon, Dinner and Supper Featuring Traditional Orange and Black

Halloween decorations and refreshments lend themselves so perfectly to the party spirit that this is an ideal time to entertain your friends. Decide what kind of party you're going to give and plan your menus accordingly. Try to have an orange or black and orange course at whatever meal you want to make festive.

#### Luncheon Menu

Macaroni and Cheese with Oysters  
Grated raw carrot salad  
Orange Ice Cream  
Chocolate Brownies  
Coffee

#### Macaroni With Oysters

½ cup butter, 1 tablespoon onion (grated), ½ cup flour, salt and pepper, 3 cups milk, 1 cup grated cheese, 4 cups cooked macaroni, 1½ dozen oysters.

Melt butter and in it cook onion until it is tender; stir in flour, salt and pepper. When the mixture bubbles, add gradually the milk, stirring until smooth and well thickened. Melt the grated cheese in the sauce after it has been placed over hot water. Arrange two cups of cooked macaroni in a well-buttered casserole and pour half of the cheese sauce over it. Add two cups more of cooked macaroni and pour the remainder of the cheese sauce over that layer. Select about 1½ dozen oysters, remove any bits of shell and drain. Roll in fine crumbs and arrange in a row around the edge of the casserole. Cover the top with buttered crumbs. Place in a moderate oven until the casserole is thoroughly heated and the crumbs are a golden brown.

#### Dinner Menu

Squash Soup  
Roast Chicken with Dressing  
Mashed potatoes Brussels sprouts  
Prune and cheese salad  
Hallowe'en layer cake  
Mints Salted nuts  
Coffee

#### Squash Soup

Heat over hot water 1 qt. milk, 1 slice onion, ¼ cup mashed squash (or use part squash and part potato). Melt in saucepan, 2 tablespoons butter, blend with 2 tablespoons flour, 1 teaspoon salt, pinch of pepper, ¼ teaspoon celery salt. Gradually add hot milk mixture, stir and heat to boiling point. Then rub through strainer into soup tureen and serve very hot.

#### Prune and Cheese Salad

Remove stones from large stewed prunes and stuff with cream cheese. Serve in nests of lettuce.

#### Hallowe'en Cake

Three squares chocolate, 2 cups sifted flour, 3 teaspoons baking powder, ¼ teaspoon salt, 2½ cup butter, 1½ cups sugar, 3 eggs, well beaten, ¾ cup milk, 1 teaspoon vanilla.

Melt chocolate and let it cool. Sift flour, baking powder and salt. Cream butter, add gradually the sugar and continue creaming until light. Add eggs, well beaten, then the melted chocolate, and beat until smooth. Add flour mixture alternately with milk and vanilla. Bake in a loaf tin at 35 degrees F. for about 50 minutes or until done. Cool and frost with the following frosting:

Frosting: Cream four tablespoons butter, add alternately 2 cups icing sugar, 1 teaspoon vanilla and 3 tablespoons hot milk (more or less). Divide into two parts. To one part add 2 squares chocolate, melted and slightly cooled. To the other part add orange coloring (vegetable). With a sharp knife score the cake lightly in a diagonal line. Fill an icing bag (cake decorator) with the orange frosting and cover one triangle of the cake, using a zigzag motion from side to side, forming a witch's cap. Cover the other triangle of the cake similarly with chocolate frosting.

#### Supper Menu

Waldorf Salad Olives  
Orange Bread  
Individual Pumpkin Tarts  
Bonbons Salted Nuts  
Coffee Sweet Apple Cider

#### Waldorf Salad

One cup sliced apples, one tablespoon lemon juice, one cup celery diced, half cup walnut meats broken into pieces, half teaspoon salt, one cup mayonnaise or boiled dressing.

Pour lemon juice over sliced apples. Mix apples, celery and nuts lightly being careful not to crush fruit. Sprinkle with salt and add dressing.

#### Orange Bread

Three cups flour, four teaspoons baking powder, half cup sugar, half teaspoon salt, quarter cup chopped toasted pecans, one egg, one cup milk three-quarter cup chopped candied orange peel.

Sift dry ingredients, add nuts and orange peel. After mixing thoroughly, add milk, then well beaten egg and pour into two well-greased bread pans. Let stand ten minutes, then bake in moderate oven (350 degrees F.) for 45 minutes. When partially cooled, glaze (if you like) top of loaves with sugar and water frosting.

### Lr. Queensbury

LOWER QUEENSBURY, Oct. 27—The fall work is being held up by the extremely wet weather. Several fields of turnips are yet to be harvested and there is very little fall plowing done.

Rev. Mr. Killam held service here Sunday afternoon.

A hot dog social was held at the home of Mr. and Mrs. Frank Joslin on Friday evening. The proceeds were for school purposes.

Mrs. Burt Moore and daughter Beatrice of Andover, were week end guests of Mr. and Mrs. Hedley Moore.

Mrs. Mabel Whiting of New Jersey has arrived here to take up residence in her new cabin.

Mr. and Mrs. Thomas Harding of

Wellsford were here on a business trip Monday.

Sherman Hawkins spent the weekend in Saint John.

Miss Idella Graham and Miss Vera Kelly of Prince William visited Mrs. Amos Jordan and Mrs. Clarence Jordan on Sunday.

Robert Jordan has a telephone installed.

Mr. and Mrs. Alex. Hood, Leonard and Miss Mildred Hood visited friends at Harvey and McAdam on Sunday.

There is heavy traffic on the road here at present owing to the road on the west side of the river being under construction.

Our popular ferryman, Wallace McNally is kept busy as more than a hundred cars and trucks cross the river daily.

## PRESIDENT OF YORK-SUNBURY TEACHERS' INSTITUTE CALLS FOR FORWARD LOOK IN EDUCATION

### Mrs. Louise A. Bailey Opened Institute With an Inspiring Address --- Must Take Cognizance of Basic Changes in the World

"The Forward Look in Education" was the title of an inspiring address delivered by Mrs. Louise A. Bailey, president of the York and Sunbury Teachers' Institute at the opening session yesterday morning. Mrs. Bailey's address in full was as follows:

"It is not now as it hath been of yore; Turn wheresoe'er I may, By night or day, The things which I have seen I now can see no more."

We are living in a changed and changing world. The wings of the last century have carried us farther than our wildest dreams. The airplane has become the symbol of modern life and thought. Truer than ever before now seem the poet's words, "Everything is upward striving." The hopes of many years have already come true. Who knows what may be next?

Advances in transportation have brought the whole world to our very doors. Not only in transportation, but in communication as well, miracles have been wrought. We were stirred to our hearts' depths when Christmas day brought us the voice of our beloved King George. And later we were thrilled by the voice of his son, King Edward VIII, speaking to the whole Empire.

Today our neighbours are not only those who live next door or on the next street, but also the peoples of many lands, near and far. New conditions have brought us close to once distant peoples, and now we need to know more about them in every way. We must make a closer study of their history, their language, their ideals, and their development. It is only by really knowing them that we can get their viewpoint. This understanding is necessary if we are ever to establish good-will among the nations.

We who live in this quiet corner of the world, protected as we are by the shield of the British Empire, can scarcely realize the changes that are taking place all over the world. Since the beginning of the twentieth century, political and economic issues have shifted from their old moorings. The struggle is no longer between king and people, or between royalists and republican. The old quarrel between capital and labour has altered considerably and even the time-honoured political parties, conservative and liberal, republican and democrat, no longer fight along the old lines.

For two outstanding forms of government, Communism and Fascism, have arisen and are contending for a place in the new world order. Soviet Russia is a powerful Communist state and at the moment France is controlled by Communist leaders. Mussolini led the way as the Fascist leader of Italy and Hitler has made Fascism the creed of Germany. A few months ago Mussolini shocked the whole world by his outrageous conquest of Ethiopia, and in Spain today Communism and Fascism are engaged in a deadly struggle, plunging the country into all the horrors of civil war. These wars and many clamorous new ideals are changing our civilization much faster than we imagine.

In our own particular field of education, astounding innovations are coming. At the provincial institute in Moncton, many of us were inspired by speakers who have not only dreamed dreams, but who are carrying these dreams into reality. On several occasions our Chief Superintendent has spoken about proposed changes in our educational system. He advocated that the curriculum be made less rigid and more elastic, that there may be

fewer compulsory and more elective subjects in high school. He suggests that the amount of classics and mathematics be reduced, and the amount of science be increased, and that the course in English be improved by having less formal grammar and more practice in both speaking and writing. Dr. McFarlane further states, "Crowding to get out at the back door of the school are Latin, geometry, algebra, written examinations, and home lessons; and knocking at the front door and seeking to be admitted are visual education, social science, elementary economics, art and art appreciation, agriculture, biology, more geography, more history, more music, and more modern languages. And at Moncton, Dr. McFarlane put the matter into a nut-shell when he said, "The green light is on. We must go forward."

As teachers of New Brunswick we must go ahead. We must bring ourselves into line with these new developments. Many of us were trained to teach under the old system, but points of view wear out as linens wear out, and we must rise to the occasion and make ourselves up to date for our teaching job.

#### Changes Coming

Changes are coming about in the method of attacking educational problems. We must be on the alert for better methods and better textbooks, and we must keep our knowledge up to date. A teacher who goes to his class day after day with no more preparation than a glance through the text-book, instead of being a fountain or a running stream of knowledge for his pupils, will soon become a stagnant pool. The old days will never come again. We must adapt ourselves to a changed and changing world facing forward, not backward.

These changes as they come may seem revolutionary; but other changes have come and gone and this world still goes on. In educational matters as in other fields, Tennyson's prophetic words are true,

"The old order changeth, giving place to new;  
And God fulfills Himself in many ways."

There will always be differences of opinion on school subjects. Every sensible person knows that his views may be wrong. It is an old saying that wise men change their opinions; fools, never.

These new conditions must be met in a variety of ways. The need of co-operation is one of the most outstanding results of the new order. We can no longer live unto ourselves. The day of co-operation and neighbourliness is upon us. Our schools must do their share in the development of citizens who have the interest, desire, and ability to work for and with others in a community spirit, at the same time judging and thinking for themselves. A forward looking educationalist says that the classroom of the reconstructed school will serve as a learning laboratory, and the teacher will act as a co-operative assistant to the pupils in their learning activities, rather than as a taskmaster and mark dispenser.

Another important effect of the changing order is to impose upon the teachers the necessity of more intensive study of child life. We must study the child from the standpoint of his environment and his psychology. We must study the child at work and at play; at home and at school; in relation to his family, to his friends, and to his God.

#### Machine Worship Ended

Charles F. Kettering says, "The period of machine worship is just ended. The future will belong to man himself. During the past half century, we were concerned with the physical sciences. In the next half century, we shall be dominated by the study of the science of man, his conquest of himself, his health, his longer life, and his slow conquest of death."

Our province—the child—is at once the world's greatest problem, the nation's greatest concern, civilization's greatest hope. The most confusing and baffling thing in the world human personality, must be taken into consideration, and it cannot be standardized. You cannot make all men think and act alike. You can measure a machine—you can determine with accuracy what it will do under stress, but no one can predict what a man will do under pressure. We must remember that we are teachers of children and young people before we are teachers of English or Arithmetic or Latin.

The twentieth century feels a responsibility for the less fortunate that no age in the past knew or felt. It is the poorest, the most unfortunate, the least advantaged pupil in your

school that has the largest claim upon your help, your sympathy, and your devotion. It is likely that the schools of the future will more and more provide special training for both the underprivileged and the overprivileged. Thus we shall come closer to the cherished ideal of providing educative experiences, adapted to the fundamental needs of each child, of whatever race, type or mental aptitude.

There are times when it seems that Canadians care more for anything else than they do for education. The last available statistics are for the year 1932. In that year the total amount of money spent in Canada was \$4,750,000,000. Of this amount \$283,596,969 went for luxuries, including passenger automobiles, tobacco, whiskey, brandy, wines, chewing gum, face powders, face creams, rouge, shaving lotions, perfumes, etc.; while only \$165,000,000 was spent on education, a mere 3½ per cent of the total Canadian expenditure. This amount took care of all grades from the primary class to the last class in the university. When we think that only 3½ per cent of Canadian expenditure goes for education, we almost wonder how so much has been accomplished. Even on this basis our system has served its day and produced some fine results. Many of Canada's sons have written their name high in the hall of fame. Dr. Banting will long be remembered for his discovery of insulin. Dr. Dafoe has sent the fame of Canada around the world in preserving the lives of the five Dionne children, a scientific achievement which is without parallel in the history of medicine. Our poets, such as William Henry Drummond, Charles G. D. Roberts, Bliss Carman, Pauline Johnson, Robert W. Service, and Duncan Campbell Scott, owe much to their sound Canadian education. But new conditions are demanding expansion. With our fine body of Canadian young people what could we not do if even ten per cent of the total expenditure went for education.

Although many of these changes are inevitable, the basic ideals of education alter very little. Since the days of the famous teacher, Dr. Arnold of Rugby, school courses have undergone radical changes, but still fundamental are Dr. Arnold's educational essentials, high moral character, gentlemanly conduct, intellectual ability, and good sportsmanship.

#### Terrible Crime Wave

Recently we have been brought face to face with the terrible crime wave that is sweeping the world. One very serious feature is the fact that nearly all criminals are young people under twenty-five years of age. The records of these crimes read like detective stories, but when they come to our own doors, we start back in horror and wonder where the fault lies. For the sake of the community that we serve as teachers, we must make a definite contribution toward crime prevention. Character education and citizenship training are more and more being recognized as educational essentials. They are the most effective antidote to crime. A great teacher has said, "Until we consider moral training as important and of equal value with music, art, domestic science, manual training, and even football we will not get far in reducing crime, heart-aches, tears, and taxes." The quality of the school does not depend upon the equipment. We may have shower baths and swimming pools, physical directors, athletic fields and professional coaches, but if we do not inculcate in our pupils the highest ideals of life and conduct, we have failed in our great mission. Each teacher must constantly ask himself, "Am I keeping before me the main objectives, the development of character as well as mental power in my concern with methods, facts, and grades? Each school day should have a minimum of clear cut ideas left with even the duller and some step forward in character. Do the very best you can with the material you have in the time at your disposal.

(Continued on Page Seven)

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