

REMEMBER OUR LOCAL MERCHANTS WHEN

THE POLICIES OF THE CANADIAN NATIONAL FEDERATION OF HOME AND SCHOOL

Although the Federation is a strictly non-partisan organization, it is greatly concerned with all legislation and government affecting the homes and schools of the country. The local associations and their individual members should endeavor to secure the active support of all candidates for and members of school boards, city councils, and parliaments, in order that the policies of the Federation may be more surely and quickly realized.

(a) General standards of living.

1. A concerted effort to raise the standards of living of the people of Canada, especially those of the non-skilled laborers. School Education must be supplemented by home education, and home education cannot be adequately given by parents who are poverty-stricken.

2. The minimum standard of living should include, not only the provision of adequate food, clothing, shelter, unemployment insurance, and health insurance, but also provision for books and magazines, facilities for music, sport, etc., and all other facilities which would make possible the best kind of home and school education.

3. The young people of the country should be given opportunity to become useful, productive citizens. To live a life of unemployment is most demoralizing. The Dominion, provincial, and municipal governments

should strive vigorously to increase the number of industrial openings. "Jobs For Our Youth" should be one of our great economic objectives. (The Federation realizes clearly that youth unemployment is but one phase of general unemployment. It is, however, especially concerned with the welfare of youth.)

(b) Educational services.

1. Free education until at least the end of the eighteenth year of life. (Resolved, at the 1936 Convention held at Toronto, that this Federation record its conviction that the school leaving age be raised to a minimum of sixteen years.)

2. Continuation of the policy of providing in the high schools a diversified curriculum, with courses varying according to the needs of the students.

3. Less domination of high school curricula and methods by university matriculation requirements.

4. Maintenance of those provincial and municipal health services which have been provided for the children of the elementary and high schools. Expansion of provincial and municipal health services as soon as possible.

5. Improvement and expansion of the school programmes of hygiene and physical education.

6. Greater attention to character education, both by teachers and parents. Special stress should be placed upon the development of social responsibility, good citizenship, and the spirit of service.

7. Still greater attention to the teaching of manners, those important outward evidences of thoughtfulness for others.

8. More attention to the fostering of international good-will and co-operation.

9. More definite teaching concerning the relationship between true national loyalty and true internationalism.

10. Improvement and expansion of the school subjects of household science and industrial arts.

11. The provision in the senior high schools of a course on the elements of economics, well based on proven facts.

12. More attention to the teaching of civics, human geography and social history. Parents should co-operate with teachers by providing supplementary reading in these fields, and by discussing various problems and topics with the children.

13. Improvement and expansion of general science as an elementary and high school subject. As in the field of the social sciences, so in the field of the natural sciences, parents can render great assistance to teachers.

14. More attention to the teaching of music expression and music appreciation, both in the schools and in the homes.

15. More attention to the teaching of art, both pure and applied (art to be conceived in all of its forms.)

16. A policy of continuous and adequate financial support for our universities, in order that these institutions may continue to make their contributions to the culture and welfare of the people, and that their facilities for higher education may remain accessible to young people of all classes.

17. The policy of attracting to the ranks of the teaching profession high school graduates and university graduates of distinctly superior character and ability.

18. Better facilities for part-time education for older adolescents and adults, provided through a great variety of day-school and night-school classes.

19. Much greater co-operation among the various educational agencies—homes, schools, churches, Sunday schools, the press, radio, theatres, art galleries, museums, etc.

20. The establishment of a bureau of educational research by the Dominion government.

(c) Allied Social Services.

1. Dominion and provincial subsidizing and supervision of the fundamental health services.

2. More and better libraries and branch libraries on our cities and towns.

3. Provision of library van service in large areas of rural settlement.

4. Better home libraries.

5. Better facilities for indoor and outdoor sports, both in rural and urban communities, through the provision of gymnasiums, tennis courts, play-grounds, etc.

6. Better facilities for music, art, and drama. Provincial and municipal governments should embark upon a definite programme for the provision of such facilities.

7. A more adequate programme of vocational education and guidance. Each province should have a guidance bureau, and the bureaus of the

nine provinces should co-operate closely in the common task. Guidance should be conceived broadly, and in terms of a long span of years.

HOME—The foundation of all education has its beginning in the home. As the foundation is laid, so is determined the whole future life of the child. When the child enters school, he should be in good physical condition, socially adjusted, have respect for law, be obedient, punctual, truthful, honest and grounded in religious instruction.

SCHOOL—To home education, given often by untrained parents, is added school education, given by trained teachers. The home wants its children educated. New Brunswick does not want illiteracy! The school has been organized by the province to assist parents so that we shall not have illiterate citizens. It is and must be a co-operative organization. The school provides the academic training but it must have a knowledge of psychology. The home provides the financial upkeep and should provide a willingness to control the environment, so as not to neutralize what the school is attempting. So that the home may work intelligently with the school, Home and School Associations provide an opportunity for all parents, by means of lectures, study groups, and conferences with trained leaders and teachers to become co-operative, well informed allies of the school. To home power is added school power. Education is training the individual to get the most out of life. Only when the two greatest forces in education unite, can this be accomplished.

COMMUNITY—The community is also a factor in education. Unsuitable conditions there can do much to counteract the work done by the home and school. Only when conditions are suitable for healthful, wholesome living will the child develop into the best type of citizen. Organized parents and the teachers can arouse public opinion to the responsibility of the community to the child.

Home, School, Community, all with one objective—the highest advantage for every child, physically, mentally, morally, spiritually. These three forces working together can mould our boys and girls into the highest type of Canadian citizens.

Are Home and School organizations necessary?

The Winnetka System

The Winnetka system as it is carried out in the four public schools of Winnetka, Illinois, was begun there by Carelton W. Washburne in 1917. He is superintendent of schools there still. The system is based on the idea of Individual Instruction, where

TWO CANADIAN GIRLS RETURNING TO AFRICAN POST

MONTREAL, Nov. 28—Something new in bon voyage parties was held aboard the Canadian Pacific liner Montrose last night when over 100 friends gathered to wish bon voyage to Miss Lucy Simpkins, Verdun, on her departure for French equatorial Africa. Miss Simpkins returning to her post at Boladja 1500 miles inland from Lagos was serenaded with evangelical hymns by the party congregated in the third class lounge while individual good byes were said. The earnest group was in sharp contrast to other parties, gay ones, that celebrated other departures.

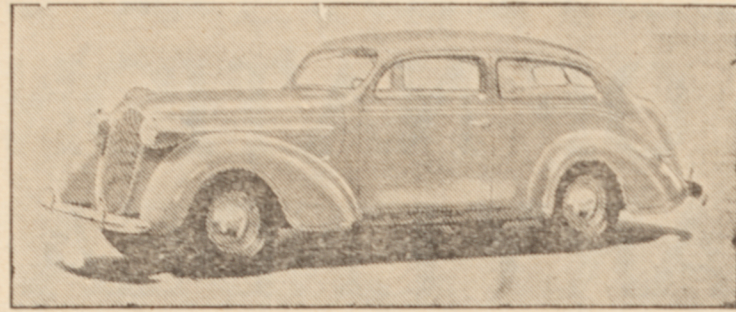
Miss Simpkins who will be one of two Canadian girl members of the Sudan united mission stationed at the backward little village has already spent two years and three months there and is returning from a short furlough. She will travel through Nigeria en route to her post. Part of the way will be by train, part in a trader's truck and the balance in the truck belonging to the mission. At one time she said the natives, who are unclothed, uneducated, uneverything looked upon the truck as magic but they have since got over that.

She will be away for not more than three years which is the maximum for which any missionary signs many are unable to stand the climate even for that length of time. The Montrose sails early this morning, all passengers having embarked last night. She is the last C.P. vessel to sail from Montreal this year.

Restaurant Manager (to orchestra conductor)—I wish you'd display a little more tact in choosing the music. We've got the National Association of Umbrella Manufacturers here this evening, and you've just played "It Ain't Gonna Rain No More."

each child, by means of self-instructive and self-corrective text books, proceeds at his own rate, according to his mental ability. One child is never compared with another. A graphic statement of the child's progress is kept in his goal book, which goes home to the parents every six weeks. Half of each day is spent in working individually, and the other half is spent in Group Activity, where the children learn to work and play harmoniously together. Emphasis is placed on the creative type of activity.

1937 Plymouth Coach



PLYMOUTH DE LUXE TWO-DOOR TOURING SEDAN

Purchased From Phillips & Pringle

THIS IS BOOSTER WEEK. 12,500 EXTRA VOTES WILL BE GIVEN ON EVERY THREE YEAR SUBSCRIPTION OR ITS EQUIVALENT DURING THIS WEEK OF THE DAILY MAIL'S BIG SUBSCRIPTION CONTEST

CANDIDATES:

Will you do your "dead level best" between now and Saturday night?
Will you "sense" the opportunity here and "cinch" the prize you most desire?
Will you show the world that you finish whatever you start?

THEN YOU WILL GO BIG 'BOOSTER WEEK'

MR. READER:

If you want to see your favorite win this campaign, and
If you want to subscribe when the most votes are given, and
If you meant what you said when you promised your subscription,

THEN YOU WILL SUBSCRIBE AT ONCE!

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LOAF AND YOU WON'T WIN A PRIZE.

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Exclusive Agents for "TIP TOP TAILORS" and "CLOTHES OF QUALITY"

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The modern way to ease a cold is this: Two "Aspirin" tablets the moment you feel a cold coming on. Then repeat, if necessary, according to instructions in the box.

At the same time, if you have a sore throat, crush and dissolve three "Aspirin" tablets in one-third glass of water. And gargle with this mixture twice.

The "Aspirin" you take internally will act to combat fever, cold pains and the cold itself. The gargle will provide almost instant relief from rawness and pain, acting like a local anesthetic on the irritated membrane of your throat.

Try this way. Your doctor, we know, will endorse it. For it

is quick, effective and ends the taking of strong medicines for a cold.

● "Aspirin" tablets are made in Canada. "Aspirin" is the registered trade-mark of the Bayer Company, Limited, of Windsor, Ontario. Look for the name Bayer in the form of a cross on every tablet.

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