

# HENRY HARVEY STUART SPEAKS AT WELSFORD ON EDUCATION

## Our Schools and Good Citizenship is Subject of an Address in Orange Hall on Educational

*School Board, Sch. 2nd, 1937*  
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Mr. Chairman, Members of the School Board, Fellow Teachers, Ladies and Gentlemen:

Education Week as an institution has evidently won a lasting place among the many special occasions. This is most deservedly so. And it is to be hoped that the subject of Education will receive still more and more attention as the years go by.

The Education received by this generation of young people is going to have a mighty influence in shaping the destiny of the next and of all the future.

In Ancient Egypt and Babylonia the people were trained to look up to their wonder workers for charms whereby they might achieve success or avert evil. When they had uttered the magic word or carried out the mystic ceremony, they felt themselves safe. And in spite of the blameless lives and high thinking of some of their prophets, the masses kept on depending more upon the strict observance of lucky days and the use of lucky charms than upon the exercise of reason and intelligence. And many millions the world over still dwell in this lower stratum of culture and progress, as proved by the popular resort to signs, dream books and fortune tellers even in our own country.

The ancient Spartan devoted all his training to the production of good soldiers capable of holding down a population of serfs and slaves and maintaining authority over neighboring nations. He produced good soldiers but scarcely anything else. His spiritual breed has not died out. On the contrary, the advocates of force appear to have full control of several great nations yet and to have too much hold even among ourselves.

The old Athenians, better mixers and somewhat milder than the Spartans, but still in possession of enough slaves to do the dirty work, as soon as they acquired a profitable commerce and naval supremacy set out to be a nation of gentlemen by a thorough system of education for their male citizens. And along all lines but the moral they succeeded. Their warriors, statesmen, philosophers, poets and architects, sculptors led the world for a season and their artists have never been surpassed. They have many spiritual descendants, willing to enjoy themselves at the expense of the lesser-favored, who do the heavy work for them without being paid for the full value of their labor.

The Hebrews, as a race, early sensed more perfectly the fact that right thinking, to be effective, must go along with right doing, and more persistently taught their children along that line. From age to age their ideas broadened until from a narrow bigoted nationalistic group some of their thinkers grasped the truth of the fatherhood of God and the brotherhood of Man and in due time the Christian religion was born into a weary but expectant world. But the Christians did not always pass on the truth as pure as they had received it, and Christianity and the old Mediterranean faiths have become so mixed that often it is not easy to tell just where one begins and the other ends. The old ideas of property and government have proved very tenacious, and men have not yet fully learned the duty and the art of doing to each other as they would be done by. But we all believe in the necessity of education. We all would have every child trained in some useful occupation and taught due respect for the laws of his group and fitted for his place in the community, able and willing to bare his share of the community's work and responsibility—in other words, be a good citizen.

As man seems to have been born into a world of struggle, he first had to learn to fight for his existence against both animals and men. As he singly was so feeble, he early learned to co-operate with his immediate kinsmen and friends and finally to work as a loyal member of still larger groups.

This early spirit of communal fellowship was naturally exhibited on a small scale, and the groups had no union among each other. They considered all groups but their own as enemies, and war was the normal state. And alongside the feeling of clan or tribal loyalty there lingered the old individualistic spirit that prompted the robbery, murder or enslavement of the weaker members of the same group. This necessitated codes of law to maintain order within the group. As individuals gradually coalesced into clans and clans into tribes, so tribes, through interest or compulsion, grew into nations and nations into empires. The stronger survivors, desirous of trade, doubtful of war, or softened by religion, accepted certain rules of international law, which have developed into agreements for World Courts and arbitration and, in 1919, into the League of Nations, to which most nations have again given their assent. And lest

the League should not be enough, all nations of the world but two or three of the smallest signed in 1928 or later the Pact of Paris, by which they definitely renounced war as a national policy.

This League of Nations, the grandest political experiment of mankind, although now somewhat discredited by the action or lack of action of many of its leading members, our own British Commonwealth of Nations having much to answer for in this connection, still commands and deserves the utmost loyalty of our people and schools. Canada as a member of the League is in duty bound to carry out its provisions as far as her strength and opportunity permits. And it is for the schools to see that every child knows what the League stands for and how we are related to it. Because of lack of faithfulness to the League on the part of some of its members, many nations, in fear of their stronger neighbors or in the hope of being able, bye and bye to grab some territory or goods from a weaker state, are training vast armies and building vast armaments, using for that purpose the labor that might be more profitably employed in cultivation, irrigation, reforestation, road-building, canal-cutting, hospitalization and education. What good could be done with that labor! Such mighty power stored up for guard against war will, unless we get busy quickly and make the League effective, ultimately be used in war. And then what will happen to the world! Can we afford to take the risk? If the League covenant were obeyed by the members, the rest of the world would hardly dare, or even wish, to attack it. The door of the League would always be open to non-members, who could join when ever they wished to share the advantages open to members. War, always possible, would then be much less probable than ever before. A very small international army could effectively police the League and defend its frontiers, releasing millions of soldiers for the ordinary work of life. Such boastful songs as "Rule Britannia" and "Deutschland Uber Alles," which had much to do with bringing on the Great War, should be forgotten.

In every community there is still the conflict between the individualistic and the co-operative ideals of Education. Many parents wish their children to take up merely those branches which will fit them to make a good living—to get on in the world. Such are apt to despise or neglect the study of History, Poetry, Languages, Music and the Fine Arts generally. And again there are parents and pupils who value graduation diplomas merely as the power of opening doors to society and distinction. And there is a depressed class who have been in the lower ranks so long that they have lost all hope of relief and all ambition to rise. These do not see why their children should know more and have greater opportunities than themselves. Here, compulsory education will work wonders.

The ideal education of course, is that which draws out all the powers latent in the pupil, enabling him to rise to the highest possible level physically, mentally, socially and spiritually—to become a good citizen. And the good citizen is not only a good parent, a good son or daughter, a good brother or sister, a good husband or wife, but also an unselfish, helpful and loyal member of the community, the country, the confederation and the world.

The education of such citizens must begin in the home, into which they have the right to be born of healthy, intelligent and moral parents. The home is the most important of all schools, and the Teacher is handicapped if not loyally and intelligently supported in the home. The church is a most important factor, for as a man thinks religiously, so he is. The influence of the good Teacher is incalculable.

The efficiency of the common school can be helped wonderfully by consolidating the one-teacher schools into graded High Schools, the pupils from the more sparsely populated districts being conveyed to common centres, where there will be much fewer grades for each teacher. This idea, which some of us have advocated for years, now seems to be favored by the highest authorities and to be about to be tested. School Boards in charge of whole counties or large sections of Counties will be in a position to consolidate as rapidly as public opinion may warrant.

To produce good citizens requires the co-operation of four factors—good parentage, right doctrine, good schools and good government. Good government presupposes right economic conditions, under which there is equality of opportunity to all, all who will work having employment at wages which will enable them to buy back as much value as they create, those who will not work under

# COURTESY MARKS GIRLS' BEAU IDEAL

PHILADELPHIA, Feb. 27.—Cut down on that ego. Don't forget to give your seats to the members of the weaker sex. Cultivate an interest in good music, art, literature, instead of "spending hours drinking and pleasure seeking."

It's advice to the young man from the person most qualified to give it, the young lady. Twenty-five young women have pointed out the virtues and faults of men in a survey made by the Rev. W. Sands Fox, pastor of Seales Memorial Church, Pottstown. He made the survey in order to obtain material for a series of sermons on "What the Young Woman Expects of a Young Man."

The young women have turned in a long list of criticisms. They find today's young men "too impulsive, irreverent, lacking foresight, vain, covetous, lacking respect for their elders, not serious enough . . ."

They don't like "his non-church attendance, low respect for the opposite sex, failure to show politeness to young women, such as opening doors, tipping his hat."

They think he "spends too much, drives recklessly, overdoes the liquor and tobacco habits, does not take anything serious enough, is too profane, gambles too much (it's all right when played for pleasure though), and does not consider the effect of his conduct upon others, especially children, who may be near."

And after figuratively tearing him apart, the girls naturally formulated a picture of their ideal young man. His virtues would include "consideration for others, reverence, courteousness, honesty, regular church attendance, love of fellowmen, temperance, clean sportsmanship."

And in his relationship with the fair ones—well, it brings back the old 'when knighthood was in flower days' with these young women.

It's a high standard—maybe even Clark Gable couldn't make it.

such circumstances not being allowed to eat.

Good government depends pre-eminently upon right thinking. The Civics and History texts show us how our country is, and has been, governed, and the lessons of History should show us how it should or should not be governed. The British Parliamentary System, in my opinion, is the best of all systems for determining how legislators should be elected and governments chosen. Let us not lay ourselves open to become the prey of any kind of dictatorship because of the inexcusable ignorance of how we are or should be governed on the part of those now enrolled in our schools.

The influence of the schools where Nature Study has been on the curriculum for some time is immense. Cruelty to animals is much less frequent than formerly. Thanks to the teaching of Physiology and Hygiene, children are growing more and more particular about their persons and health. The fear of ghosts is rapidly passing, due to the general enlightenment of Education. From the study of Geography the pupil learns that all countries are necessary to our trade and he therefore comes to respect more highly the foreigner, on whom we have to depend for so much. There is still much, however, that must yet be done by parents, teachers, churches, newspapers and political parties, all of whom should act in harmony with each other. The attention of children must be constantly called to the necessity of respecting the property rights of others; to the folly of expecting to receive something for nothing as by taking chances in any gambling device, even if it be on the Stock Exchange; to the evil of tampering with intoxicants; and to the impropriety of exposing ignorance of the proper words by using what is known as bad language in either public or private. The child's practice will be shaped largely by the parent's example. If a parent, for instance, is known to have broken the game law the liquor law or the Customs requirements, why should the child be expected to obey any ordinance of home or country that does not happen to suit his fancy?

We are at a grave crisis in our history. The foundations of our society are threatened and our most cherished institutions are in danger. Let us all—parents, teachers, churches, press and statesmen—co-operate to help produce a strong, moral type of citizen who will be faithful to the Home, the Country, the League of Nations, to humanity as a whole, and to the Heavenly Father of all living things.

The idea of visiting the school and the teacher is an excellent one. Let the parents and teachers get together, and in ninety-nine cases out of a hundred all difficulties can be ironed out successfully in private without the necessity of having any fuss in public. A branch of the Home and School Association might with profit be established in every educational centre.

I thank you.

# DEPUTY SPEAKER OF PROVINCIAL HOUSE DISCUSSES EDUCATION

## J. G. Boucher, M.L.A., Deals in The Daily Mail With Educational Problems as They Affect Both English and French People

Discussing educational problems in their relation to the French speaking people of the Province and the benefits of a bilingual education to both the English and French speaking people of the Province, J. G. Boucher, M.L.A., who is attending the present session of the Legislature, of which he is deputy speaker, says:

It is an error to consider us, French, whether of Acadian descent or other, as aliens in certain provinces of Canada or as if we were not an integral part of this country from the Atlantic to the Pacific. Be it agreeable or not, we form part of the great British Commonwealth and Canada never will be unilingual or unracial. It is British, not English, not French exclusively, but both. Besides having been the pioneers of every Canadian province and having been so loyal to England as to save Canada from American invasion, our forefathers have been partners and co-architects in the erection of our constitution. Such undeniable titles should guarantee us the right to uphold our traditions and the privilege of contributing to the development of this country the resources of our French culture.

We hope to be right in believing that the theme of this Education Week "Equal Educational Opportunities for All" has been inspired by a desire of justice and good understanding. In New Brunswick, it would be shameful hypocrisy to talk of equal educational opportunities for all without keeping into account the thousands of French children attending school. The few minutes at my disposal will not permit a full exposition of the topic. On the other hand, not being an educationalist, I prefer to speak as a parent, the father of French children attending our public schools.

Equal Educational opportunities for all means more than ordinary instructions which has for its purpose the acquiring of knowledge. Whereas instruction has for object the imagination and the memory of the child, education proper appears to a higher faculty, the intelligence whose function is reasoning. It is possible to teach a parrot, but never to educate it.

The development of the mind should aim at culture. It stands for correct thinking and thereby for right doing. Ultimately it must serve as a means to the development of personality. Personality, in turn, is distinct for every individual. From the very moment of his birth the child is subjected to individual circumstantial influences. Nay, he is born with a parental and racial inheritance of

aptitudes and dispositions which differentiate him from other children. His life thereafter will evolve under particular geographical and historical influences quite as irrevocable as heredity. Such are the factors of the child's personality, and as education has for its object the best and fullest expression of that personality, we must conclude that pedagogy cannot possibly be an abstract science. The application of the general principles of education can be successful only in as much as they conform to the individual differences of the pupil or group of people.

And so, notwithstanding the vain pretensions of those who plead for educational neutrality and uniformity, we say that it is utterly useless to try to evade the general law governing the play of human similitudes and differences either individual or collective.

In order to afford equal opportunities for all, any educational system must present a certain elasticity which ours has not. For many years now, eminent educationalists in this province have voiced their alarm in that under the present system we are headed towards a great educational disaster. For reasons which I prefer not to discuss tonight, all pleas for reforms have been unheeded. In 1932, a group of educationalists, the most eminent in this province, conducted a careful inquiry, and in a report to the government urged wise and necessary reforms. That report has ever since been lying unnoticed on the dusty shelves of the education office, serving only to insult the expert testimony and generous labour of its authors.

However, the inefficiency of a system established over fifty years ago and the disastrous effect of erroneous pedagogical methods had to commend some day the attention of our population. Those among us who are interested in education have not failed to notice an unusual activity in the educational circles of this province. Wisely inspired in its desire to give our youth adequate means of education, the present government has named a Minister of Education who in turn has appointed a Director of Education whose office it is to bring to light all the deficiencies of our educational system and prescribe necessary reforms. Most of the members of the Legislative Assembly who have spoken during the past session have vigorously condemned what we might term the failure of our public schools. Since then, important declarations have been made by the officials of the Board of Education and by many

others of this Province. One of the most serious accusations made came from Prof. John Stephens of the University of New Brunswick when he declared in a recent address that our educational system places too much emphasis on a barren accumulation of facts which might be kept in a filing cabinet rather than the development of the intellectual faculties. One and all join in the same condemnation, though viewing the question from different angles.

What will be the results of so many well informed protests, we do not know. There are, however, in this province certain factors which cannot be ignored in the drafting of a new educational programme. Of the eighty thousand pupils attending our public schools, over one-half attend rural schools. Primary education in those schools cannot achieve its purpose unless it is made agricultural and rural in its approach, to foster a love of the soil, and a respect for the farming profession should be the first essential. Consequently the programme to be followed in country schools should give a foremost place to agriculture. Text books and readers should extol the beauty and dignity of agricultural life. The teachers should be especially trained to bring out the particular instinct and inclinations of the child whose parents and ancestors have been farmers.

On the other hand, urban schools have to guard against a certain tendency towards idealism. One has but to go over the curriculum to be convinced that education has become impossible where the only aim is to make academic specialists, and the only test of efficiency the number of successful candidates at the High School Entrance or the Matriculation examinations.

A last factor which must not be forgotten when the proposed reforms are drafted is that there are in New Brunswick over 140,000 citizens of French descent whose children form over fifty per cent. of all pupils attending rural schools. Unity in our national life will never be achieved unless the problem of bilingualism is faced squarely in this province. To our lack of courage in doing so in the past is partly due our present educational disaster. The relative position to be given to the two languages in the educational system has caused much discussion. Never have we tried to arrive at a solution of the problem from a purely educational point of view. It has either been left to solve itself or left to the mercy of irrelevant local circumstances; often the decision has been made on purely political grounds through the numerical strength of the majority. Rather than grant the French population certain privileges in keeping with same methods of teaching, thousands of children have been made to suffer by the rigidity of a system which English educationalists themselves sincerely condemned.

The younger generation realizes the fact that we live in a bilingual country and that a knowledge of the

two official languages is necessary to the proper development of our national life.

The French citizens of New Brunswick have always acknowledged the necessity for their children to learn both languages. That we have a right to learn and speak French is undeniable. It is also well known that we learn English readily and become capable of intelligently discharging our duties of citizenship without being coerced by legislation to do so. There is no need for the teaching of French to be conditional on the learning of English. This will always take place even if only for a practical purpose. Furthermore, we hold that our schools do not give our children a sufficient knowledge of English due to the fact that those children do not receive a proper basic training in their own language. This statement is supported by the best authorities in education and has been confirmed by a most convincing experiment conducted in the bilingual schools of Ontario.

Initial instruction through the medium of the mother tongue or of the language with which one is most familiar gives the best returns. To start this education with the systematic study of both languages invariably causes confusion and the ultimate result is insufficient knowledge of either language.

Once it is understood that bilingual education means a proper training in our mother tongue, thereby leading to a more desirable proficiency in English, why should any one frown on bilingualism?

To conclude, let us establish a fundamental principle. The State is not an end in itself but only a means to an end. It is part of the duty of every State to protect the physical, intellectual and moral integrity, or if you wish, the natural rights, of the individual. There are human rights which take precedence on the rights of the State. Of such nature is the undeniable right of the French speaking parents to educate their offsprings according to their own idiosyncracies. Let us hope that the proposed educational reforms will give the French speaking children of this province full opportunity to learn perfectly both French and English, and further to receive a mental training in harmony with the genius of their race.

## UNABLE TO MATCH SKILL WITH BRACKEN

FLIN FLON, Man, Feb. 26.—The proposed curling match between Lord Tweedsmuir, Governor General of Canada, and Premier Bracken, which was to have been held here during the bonspiel this month, has been temporarily postponed.

Lord Tweedsmuir sent word to the Premier today that he would not be able to be in Flin Flon at the time of the 'spiel. The Governor General will be in Toronto later this month, but his further itinerary is not available.

### Get Into The Swim: Eat Canadian Fish and Shellfish.

Everybody's doing it—that is everybody who enjoys good food, likes to keep fit and at the same time save money. So for health's sake, for economy's sake, and for goodness' sake, get into the swim! Eat plenty of Canadian Fish Foods—sea and freshwater—canned, smoked, pickled, fresh, frozen, dried—nutritive, health-guarding and ready to the housewives' hand in seeming variety.

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