

PURPOSES OF EDUCATION WAS SUBJECT OF SUNDAY ADDRESS

F. E. McDiarmid Tells of Objectives of Modern Education at Sunday Evening Service of St. Paul's United Church.

Following is the text of the address delivered by F. E. McDiarmid at the Sunday evening service of St. Paul's United Church:

Education and religion are closely related. Both have many aims in common, one of which is, to raise the moral tone of the nation. But it is not of religion that I wish to speak to you this evening. Rather I have chosen to speak on The Purposes of Education.

If one were to ask one hundred people at random, which is the purpose of the C. P. R. or of General Motors Ltd. or of the United Church in Canada the answers would show little variation and would all be very near the truth. But if one were to ask the question, as to the real purpose of education, our largest industry, in which every tax-payer is a shareholder one would receive a wonderful and fantastic diversity of opinion.

Modern education has three objectives. The first is to find out, to develop and place in the child's conscious possession all the valuable resources within him; the second is to bring him into cordial co-operation with his fellows, so that he may contribute those resources to the community broadly speaking the state and receive equal benefits in return; the third is to bring the mass of children, that is the state of tomorrow into cordial relations with the rest of mankind.

Considering the first of these objectives; what are the natural resources of the child and how does the modern educator seek his duty towards them?

The child has a fine physical organism. Heart, lungs, circulation are so normally perfect that he is normally unconscious of them. It is the duty of the teacher to show the child what an asset he has in this body and to put him on guard against its most deadly enemies, bad diet, bad habits and preventable disease.

The child has a nervous system, marvellously delicate, and yet capable of withstanding 80 or even 100 years of steady use. Because we are too apt to think that the cerebrum or upper brain is all that the child develops in learning it necessitates my dwelling briefly on this nervous system.

Picture to yourself an army encamped in circle. Set around the circle to gain information and to protect against surprises are seven or more lookout stations. These communicate by telephone wires with a central message headquarters, which on receiving each message sends out orders to the troops. Close by the messages are brought to him, but as experience and confidence are gained, he leaves the ordinary routine work to message headquarters and to local clearing houses which are gradually established in every division of the army.

The army is the human body. The outposts are the senses of sight, hearing, taste, smell, touch, balance, heat and cold. The telephone wires are the nerves. The message headquarters is the medulla oblongata a complex system of nerves at the head of the spinal column. The commander-in-chief is the reasoning, problem-solving brain.

When the child first comes to school, almost every experience or task we put before him is passed up to the commander for necessary action.

Before he can identify the letter "J" his brain must take note of its dot, its straight stem and curly tail, and if he is to write it then his brain must supervise every movement of his hand. By and by the movements of his eyes and tongue in reading, of his hand in writing and drawing will be controlled by local clearing houses without reference to the brain at all.

Since we are dealing with education we may well take time to see what is the re-action of good teaching on the child's brain. Without going very deeply into psychology we may define the brain as a mass composed of innumerable cells. Many of these cells are living and awake but the great majority are living but dormant. When a child does a good piece of learning he starts from a awakened cell and builds on it a whole row of awakened cells. As he learns in greater detail he thrusts out loops and branches which meet and cross each other. So in teaching any topic the teacher must be careful to start with something the child knows, that is to find a foundation of active cells, and then he goes from step to step, slowly but steadily so as to arouse one brain cell after another, in such a way as to establish a line of connections with other live cells.

There is in every normal brain a region where the nerve cells wake up more readily, stay awake more easily, form stronger and more lasting impressions than anywhere else in the brain. Each cell need not necessarily be shocked with new experiences to awaken it. The child gets to a point ten pumps ahead of the rest of the class and teacher says; "Tommy is a mathematical genius or Mary has a gift for composition." God's supreme gift to the child is that supersensitive region of the brain and whatever we omit in the way of History and the like we must discover this supreme gift and place it at the disposal of the child. It may not necessarily lead him to an artist's canvas or an editorial chair or a scientist's den, it may lead him to an engineer's cabin or a farm tractor, but whatever it is if that is the line along which his nerve cells thrill with eager life that's where his happiness and his usefulness lie.

The second objective of education is to make the child a citizen. Fortunately the home and the church share this responsibility with the child and the home must accept the ultimate responsibility for the child's moral training.

A product that cannot be marketed is of little value. A young man or woman of great personal talent is of little value if that talent is unmarketable; and it will be unmarketable unless the owner of it can establish good contact with his fellows. You will agree with me that a person whose word is unreliable, whose financial principles are unsound, whose manners are intolerable, whose passions are uncontrolled is unable to market his abilities readily and advantageously.

The true teacher realizes this, so out of consideration for the child's needs as well as on the grounds of absolute morality he endeavors to teach the child habits that ultimately produce a good personality. There is one thing more under the heading of national citizenship. The wolf lives on his fellow creatures; that's his inborn depravity; the horse works as little as

he may and eats as much as he can, that's his inborn docility; the man works for his wages, consumes what he needs and then gives something he is not called upon to give, nobility of soul. That nobility of soul will express itself in practical community work, in help to the downfallen and needy, and supremely in the willingness to go forth and defend his country. Education seeks to inspire that nobility of manhood and womanhood.

The third objective of education lies still beyond. When we have produced intelligent individuals and public spirited citizens we must henceforth aim to produce a race of world citizens. The world has reached the end of the old era. How so?

Because the world's reserves of unclaimed territory are now exhausted, while many old nations are overpopulated.

Because war as an instrument for adjusting the affairs of mankind has passed beyond man's control. If world war comes again, no amount of restrictive military warfare will keep women and children from the slaughter, or save our country from economic chaos. Granting that every new device for destruction is met by a corresponding protective device, the cost of killing the other woman or child, and the cost of protecting yourself will bankrupt the country, squandering the whole accumulated wealth of the past and mortgaging the country's earnings for years to come.

Because the Asiatic peoples are now coming into line as world powers. It is only a little over 75 years since United States pried the lid off Japan by means of ten warships and let the world's diplomats inside. A few years previous to that China received her first salvo of civilized guns which forced a British opium trade upon her, today these people are already dreaming of taking for themselves territory upon which the white man has planted his flag.

There we have the two horns of the dilemma. On one side, a four year's demonstration of the fact that in war nobody can win, with good reasons to add that in future wars hardly anyone can survive. On the other side two steadily converging forces, overpopulation and Asiatic immensity, herding us back on war whenever we seek to bring up a new nation on justice and high morality.

What has this to do with education? We must not be content to raise up new generations of our children with ampler gifts and higher culture merely that they may be the victims of misapplied science.

Education must create and it can create a body of public opinion that will demand conciliatory policies, just and safe territorial divisions and better standards of living to stem the tide of unenjoyable population. To create such a public opinion is the third objective of education.

The school can make a new public opinion in one or two generations. The gangster and the bully are products of a school system, the thinker and the builder are products of a school system and out of these last shall emerge the true world-citizen.

He shall be gentle, brave and strong. To shed no drop of blood, but dare all that shall make man's lordship firm in earth and fire and sea and air.

What profiteth it the food manufacturer to put that kind of a serial on the radio and frighten the child out of his appetite?

THE DAILY MAIL

is on sale at the following places of business in the city—

UP-TOWN:
W. G. Quinn, 147 Westmorland St.
F. Denahoe, Smythe, & Charlotte Sts.
Geo. A. Farris, 332 York Street.
W. A. Erb, grocer, York St.
Alonzo Staples, York Street.
S. Keetch, grocer, Charlotte-York Sts.
J. E. Saunders, 199 Northumberland Street.
A. T. Sweet, Grocer, Charlotte St.
DOWN-TOWN:
Crowley's Cigar Store, Queen St.
Royal Cigar Store, Queen street.
Hawthorne's Cigar Store, Queen St.
A. E. Eardley, Grocer, St. John and Brunswick Streets.
H. C. Jewett, cor. Charlotte & Regent.
VanWart Grocery, Cor. Charlotte and St. John Streets.
C. C. Wood, Grocer, University Ave.
O'Neill's Bakery, Regent Street.
John F. Timmins, Grocery, King St.
Devon, N. B.
Claude J. MacDonald, South Devon.
J. R. Monteith, North Devon.
J. K. Morrison, North Devon,
and from the carrier boys in the city and in Devon and Marysville.

If you have any trouble in the delivery of your paper, please complain to us. Ring Phone 67 and we will have your paper at your door at ONCE!

EDUCATION WAS SUNDAY THEME IN CHURCHES

Local Churches Inaugurated Education Week with Special Services, Ministers Delivering Educational Messages

Services inaugurating Education Week were held in the local churches on Sunday, and with moderate weather conditions, large congregations were present at all the churches. In most of the churches there were special speakers for the occasion.

At St. Paul's United Church the morning theme was "Religion and Education," the pastor, Rev. George Telford delivering the sermon. In the evening brief addresses were given by Dr. A. S. McFarlane, chief superintendent of Education for New Brunswick and F. E. McDiarmid, the theme being "Education—the highway to life." At Wilmot United Church the minister, Rev. J. W. Bartlett spoke on "I Cannot Come Down," at the morning service and in the evening the title of his sermon was "Two Timely Players—Lead us not into Temptation" and "Make the Chickens Roost High." During the evening service the choir sang a number of negro spiritual songs. Communion service was observed following the regular service.

At Christchurch Parish church special emphasis was laid on the work of the Women's Auxiliary of the church at the evening service. Holy communion was celebrated in the morning. Ven. Archdeacon A. F. Bate officiated.

Sunday worship at the Brunswick Street Baptist church was begun by fellowship prayer meeting at 10.30 o'clock. Sermons on Discipleship, series number two—"The Conditions of Discipleship," was the title of the morning address by the minister, Rev. G. W. Guilou, and the question theme of the evening sermon was "Sirs, what must I do to be saved?" The pastor developed the question as an ancient one with a truly modern significance.

Rev. Dr. G. E. Ross, minister at St. Andrew's Presbyterian church, delivered both sermons on Sunday. In the morning his subject was "Things most surely believed among us." The evening worship was one especially for young people and the subject was: "Why acquire an Education?" Many students attended and after the regular service a social and musical hour was held in the church hall, at which an illustrated address by Donald Ross, undergraduate at the University of New Brunswick, featured.

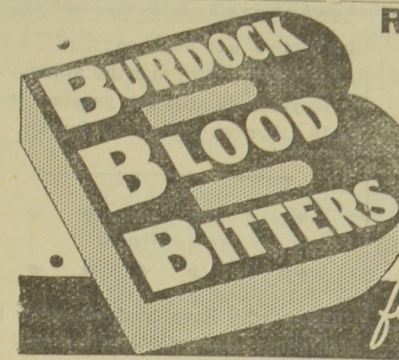
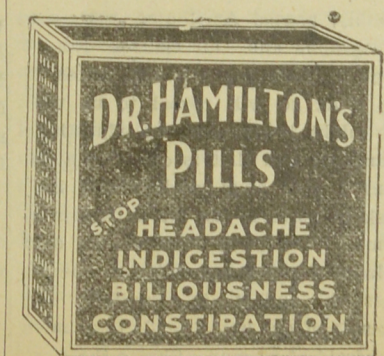
At Gibson Memorial United Church in Devon, the pastor, Rev. W. A. Burge officiated at services, one at Devon, in the morning, at Nashwaakiss in the afternoon and at South Devon in the evening. Special music featured.

"An Eternal Expedition" was the title of the sermon delivered by D. L. Kennedy, B. Th. on Sunday morning. Evening worship was especially for the young people and the theme educational. Four young people—Miss Queenie Bailey, Miss Leila Till, Eugene Lawrence and Garnet Copeland, assisted in the sermon.

St. Dunstan's

Yesterday was St. Blaise Day and the annual ceremony of blessing the throats was observed at St. Dunstan's church. Hundreds flocked to the church during the afternoon and evening and had their throats blessed. Men and women all over the city brought infants in baby carriages and in arms. Rev. Dr. J. H. Milligan, assistant pastor conducted the service at church.

A dog-walking service is now offered in New York, but none for taking the exhilarated guest around the block in the cool air.



Rheumatic Pains, are Dangerous!

Those rheumatic pains and twinges in your joints indicate the presence of uric acid in the blood which may lead to serious illness. Remove the cause of these pains—drive the poisons from your system by purifying the blood with Burdock Blood Bitters.

for the STOMACH, BLOOD AND SKIN

Of Interest to the Women

HOT CURRANT BUNS WILL HELP YOU ENJOY SUNDAY'S ROAST LAMB MORE

HOT CURRANT BUNS

2 cups of flour
3-4 teaspoon salt
2 tablespoons sugar
4 teaspoons baking powder
1-2 cup of shortening
1 egg
3-4 cup (about) of milk
2 cup of washed and dried currants

Sift flour, salt, sugar and baking powder. Add and cut in the shortening. Mix in the currants. Put the egg into a bowl, beat it, add the milk mix, then stir quickly and lightly into the other ingredients. Turn the dough out on a floured board and knead for one minute. Pat or roll lightly to make dough about 3-4 of an inch thick. Cut. Place on a floured cake pan and bake in a quick oven. In measuring the quantity of milk, use 3-4 cup, then judge by the consistency of the dough as to the addition of more. If the dough is very stiff, add about a tablespoon more. Usually 3-4 cupful is enough.

ROAST LEG OF LAMB

Select a leg of lamb of suitable size (or if you wish, use a shoulder). Have the butcher remove the tough outer skin and the shank bone blade, too, if (you choose a shoulder and wish this removed). Rub the meat effectively with a cut clove or garlic, sprinkle it with salt and pepper and place it in the roasting pan. Cover (or leave uncovered, according to the type of roaster that you use) and set in a piping hot oven. As soon as the meat begins to brown, usually in about 20

minutes, reduce the heat. If you like a moist roast, add about 1-4 cup of hot water to the pan at this point and if you would give a "different" flavor add also two tablespoons of olive oil beaten with two teaspoons of lemon juice and salt and pepper and a drop or two of onion juice and Worcestershire. Use this liquid for frequent basting, from the pan. Allow about 2 1-2 to 3 hours of gentle cooking (about 350 degrees Fahrenheit). Lamb, unlike a roast of beef, responds best to a slow even heat, and this requires time in roasting.

MAPLE NUT PUDDING

1 cup of brown sugar
1-4 cup of cornstarch
1-2 cup of boiling water
1 cup scalded milk
3-4 cup of broken nut meats
2 egg whites, well beaten
Pinch of salt
Combine the sugar, salt and cornstarch. Slowly stir in the boiling water, stirring constantly, then add the scalded milk. Heat a teaspoon of butter in top of double boiler, pour in the milk mixture and cook, stirring until thickened, then cover and let cook, stirring occasionally, for twenty minutes. Take from the fire, add the nuts and fold in the stiffly beaten egg whites. Put in one mold, or in individual molds, rinsed in cold water. Chill. When ready to serve, turn out, sprinkle the top with a little powdered sugar mixing it first as follows: two tablespoons powdered sugar; 1-4 teaspoon vanilla; 1-4 cup of finely chopped nuts. Serve with cream, plain or whipped.

29 YEARS AGO TODAY BATHURST NOTES

(FROM THE FILES OF THE DAILY HERALD)

THE PRESS SUPREME

The High School debating society last night discussed the question "Resolved that the press is a more powerful agency than all others combined in moulding public opinion". The judges declared for the affirmative. A large number of boys took part in the debate and also A. S. McFarlane, and F. A. Good of the teaching staff.

PERSONAL MENTION

Louis Long is now acting accountant at the Moncton agency of the Bank of Nova Scotia, having recently been transferred from head-office at Toronto.

Mrs. White, wife of Hon. A. S. White, of Sussex, and her son Donald, have gone on a tour of the Southern States and will be absent several weeks.

A. H. Hilyard of Saint John, is among the guests at the Queen today.

BATHURST, N. B., Jan. 31—The charity bridge given at the some of Mrs. Eldon Eddy, Monday night was a big success twelve tables at play, the ladies' prize won by Mrs. E. J. White and the gentlemen's prize by Mr. L. Giroux.

The curlers ball given by the lady curlers under the presidency of Mrs. Harper Kent, was held last night in the Masonic hall and was a big success.

The chaperons for the occasion were Mrs. J. E. Connelly, Mrs. W. Loggie, and Mrs. E. R. Gaudet.

Music was furnished by Prof. R. L. Doucet's orchestra.

Mr. James Black, one of our town's well known citizens passed away Tuesday morning after a short illness of pneumonia, he leaves a wife and one daughter.

Mrs. A. E. McLean, formerly of Bathurst, but now of Montreal is visiting Mrs. R. G. Duncan.

Here's Planned Defense AGAINST COLDS



When Colds THREATEN
...VICKS VA-TRO-NOL

At the first warning sneeze, stuffiness or nasal irritation, quick!... apply Vicks Va-tro-nol—just a few drops up each nostril. Its timely use helps to prevent many colds, and to throw off colds in their early stages.



If a Cold STRIKES
...VICKS VAPORUB

Don't experiment or take half-way measures. Rub on Vicks Vaporub—standby of two generations for relieving colds. Its direct double action—by stimulation and inhalation—helps to end a cold.

BUILD RESISTANCE TO COLDS—by following the simple health rules that are also a part of Vicks Plan for Better Control of Colds. (Full details of this clinically tested Plan are in each Vicks package.)

VICKS PLAN FOR BETTER CONTROL OF COLDS

Owing To An Increase in the Popular Demand of The Daily Mail We Want

More Newsboys
TO SELL THE DAILY MAIL

A GOOD CHANCE FOR SOME SMART BOYS TO START IN BUSINESS. OUR TERMS ARE GENEROUS

APPLY AT THE DAILY MAIL OFFICE
ANY DAY—AFTER 2.30 P. M.