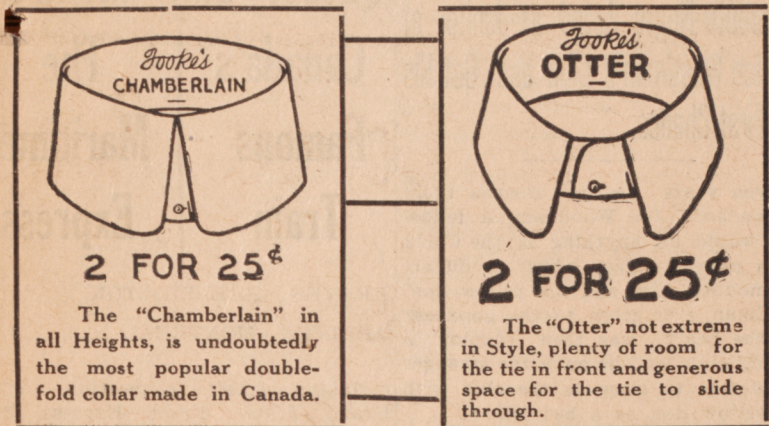


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INTERESTING ADDRESS ON TECHNICAL EDUCATION

Mr. T. B. Kidner Tells of British Royal Commission and Results of its Investigations--Farmers and Trade Representatives Express Opinion and Appoint Representatives.

Mr. T. B. Kidner's paper on the Royal Commission on Industrial Education and the Result in Great Britain, was listened to last evening with much pleasure by those who attended the meeting in the City Council Chamber held in preparation of the visit of the Commission on Technical Education. In addition to the reading of Mr. Kidner's paper, there was informal discussion concerning the need of technical education. Opinion was expressed by Mr. W. W. Hubbard, Secretary of Agriculture, and several prominent farmers. Representatives of several trades were also present and expressed their opinion on the matter. All were strong advocates of technical education.

MR. KIDNER'S ADDRESS.

Mr. Kidner's address was as follows:
At this time when so much attention is being directed to the tour of the Royal Commission on Technical and Industrial Education, recently appointed by the Dominion Government, a brief account of a famous Royal Commission appointed by Queen Victoria in 1881 may be of interest.

Up to the late seventies the manufacturing supremacy of Great Britain had never been challenged, but in those years Germany, freed from any apprehension of trouble from France, consequent on the crushing defeat administered to that nation in the Franco-German war, had devoted a tremendous amount of attention to the development of her manufactures. The export trade was especially stimulated, and Great Britain found her supremacy in the world's markets challenged most seriously. Men of affairs, business leaders, and manufacturers, were roused to the situation and as it appeared that other countries, Germany especially, were devoting much attention to Technical and Industrial Education, the Government was urged to appoint a Commission to enquire into the whole matter.

The Commission was a small one, consisting of six members and a secretary; but was perhaps, the very strongest in point of the standing of its members, that could have been chosen. Later, a sub-commission, in the person of the Secretary of the Royal Agricultural Society, was appointed for the express purpose of investigating the conditions of education for agriculture in North Germany, France, Denmark, Belgium, Holland and the United Kingdom. A volunteer commissioner, Mr. Wm. Mather, of the well-known Manchester firm of engineers, Mather and Platt also made a report for the Commission on conditions in the United States and Canada.

To quote from the mandate of appointment, the Commission was "to enquire into the instruction of the Industrial classes of certain foreign countries in technical and other subjects, and into the influence of such instruction on manufacturing and other industries at home and abroad."

ITS METHODS.

Schools and educational institutions in sixty-three towns and cities of Continental Europe were visited and examined, and in Great Britain and Ireland the state of technical instruction in some twenty-five cities was investigated.

The attention of the Commission was naturally concentrated on three forms of technological training: (1) the training of engineers and mechanics; (2), art education with reference to the industrial arts; (3) the training of workmen for textile manufactures.

EUROPEAN SYSTEMS.

The Commissioners found that the European schools or institutions for Technical Training were:

- (1) Higher Technological College.
- (2) Polytechnics or Technical High Schools
- (3) Intermediate Technical Schools
- (4) Apprenticeship Schools
- (5) Evening Schools for Artisans.

Upon the question as to whether the Technical Institutions should be a part of the general school system, or carried on under a separate authority, the Commissioners found that much diversity of opinion existed; a diversity, I may say, that still exists, very strongly both on this Continent and in Europe.

A preliminary report was issued in 1882; the main report in 1885, and a final one in 1886.

THE RESULT.

The immediate result of the publication of the main report was the establishment of evening trade schools in all large centres of population. Curiously enough, and thoroughly in accord with English methods, these schools were not under Government

control and for a year or two received no aid from that source. Instead, they were under the then newly-formed "City and Guilds of London Institute for the Advancement of Technical Education." This body was composed of the great Trade Guilds, which have come down from medieval times, and many of them being enormously wealthy. Experts in every trade and industry were engaged to draw up syllabuses of courses, and local authorities were asked to co-operate in providing rooms, etc. Large grants of money were given by the Guilds and hundreds of evening trade schools sprang up all over the land. They were usually managed by a committee consisting of one or two public-spirited men, some manufacturers, labor representatives and educational experts. The fees were not large and were generally returned if a student attended regularly and diligently. In 1888 the Government decided to create local technical authorities, consisting of certain members of the City and County Councils, with men selected for their special knowledge and manufacturers and workmen. The Act for this also provided that all the monies received from the whiskey duty should be handed over to these local authorities to spend on Technical Education.

The local authorities had still to look to the City and Guilds for the supervision of the work; the Government having wisely decided to leave it to that body.

METHODS ADOPTED.

The funds were spent in several ways: (1) In continuing the evening trade schools; (2) In grants to higher institutions for the training of leaders of industry, such as the Polytechnics and Technical Colleges; (3), in the provision of a large measure of Agricultural Education, such as travelling Dairy, Farming, Bee-keeping and other schools; (4) The provision of scholarships for pupils in the common schools to enable them to proceed to higher institutions for technical training.

The instruction in the evening classes was open to the members of the various trades concerned, but no crossing over was allowed, that is a plumber could not be admitted to a class for carpenters, and vice versa. The teachers were, in many cases, leading men in the local industries, who thus commanded the confidence of the youths and men who attended the classes. The courses were practical, workshops for the various trades being provided wherever possible. Of course, in the smaller towns, two or three trades only could be provided for in this way, but instruction in the underlying science of a trade or industry and in the drawing and mathematics relating thereto, could be given with the aid of the very full and carefully compiled syllabuses prepared by the City and Guilds Institute for the purpose.

GREAT BENEFITS.

The building and engineering trades benefited enormously, as did also the great textile industries of Yorkshire and Lancashire. The commission was criticized for devoting so much attention to the even class form of technical education, and the establishment of great engineering colleges was strongly advocated in some quarters. The City and Guilds established two institutions for the higher technological training of engineers, etc., but only within the last ten or fifteen years have such higher institutions been established generally.

In this connection, it is most interesting to note that some of the adverse criticism came from American advocates of higher technical colleges, who sneered at the "mere trade schools" of England. The recent report on Industrial Education is, however, strongly in favor of their establishment, and all over the manufacturing districts of the United States this is the form of Technical Education now receiving the greatest attention.

THE EVENING SCHOOL.

Chancellor Jones referred last week to the great work being done by the Nova Scotia Technical Schools. In this connection it is interesting to note that there also the strongest feature of the system is the evening trade school. These are provided very largely on the English system I have referred to and are constantly being extended to new trades and industries.

OTHER RESULTS.

Many results other than the establishment of technical schools followed the report of the English Commission. The reflex action from the Te-

WHEAT CROP MAY BE 100,000,000 BUSHELLS

This the Estimate of W. J. White, Immigration Inspector, After an Extended Trip Through the Three Prairie Provinces.

Ottawa, August 3--W. J. White, Canadian immigration inspector, in making a report to the immigration department regarding the crop situation in the prairie provinces, says:—"After an extended trip through the wheat fields, chiefly in central Saskatchewan, interviewing farmers and dealers, I am inclined to think that the total wheat crop of the three provinces will be one hundred million bushels. The cool weather is filling out the heads, and the yield will be materially increased. The oat crop requires rain, and hay in many parts is scarce. The wheat crop along the various railway lines is good, excepting in a portion of southern Manitoba and southern Saskatchewan."

COWES REGATTA

Cowes, Isle of Wight, Aug. 4.—Owing to the decision of the handicappers, the schooner Westward, owned by S. S. Cochrane of New York, though successful in her first two appearances this week, did not start in the race for the Cowes Town Cup, offered by the municipality today. This race is sailed under special handicap terms instead of according to the recognized time allowance system for racing, as was the case in the other races. In the contest for the Kaiser's cup yesterday the Westward although receiving an allowance of 6 minutes 16 seconds from the Germania won the race by a few seconds only.

chnical School made many changes in the common schools. Industrial drawing and handwork were generally introduced and many of the other subjects were much changed.

VOTE OF THANKS.

On the motion of Mr. J. D. Finney, a vote of thanks was extended to Mr. Kidner for the able address given.

Mr. W. L. McFarlane asked if the result of technical education had been of benefit to the trade of Great Britain.

Mr. Kidner replied that he had.

W. W. HUBBARD.

At the request of the Chairman, Mr. W. W. Hubbard, Secretary for Agriculture, spoke. He said that the farming class was one which would benefit enormously from technical education. Denmark was a shining example of what technical education would do for an agricultural country. The transformation of that country from a second-rate farming country to one of the first rank had been brought about in the short space of thirty years. Consequently the farmers of Canada were waking up to the value of technical instruction in agriculture and were pleased that the Government had taken the important steps of appointing the Commission. When its members should visit Fredericton on the 22nd inst., it would be found that the farmers would be ready to give all the assistance they could. (Applause.)

F. deL. CLEMENTS.

Mr. F. deL. Clements stated that it would be the greatest advantage of the farmer if he could begin where his father left off and not where he began. At the present time a farmer became an old man before he knew how to farm. He certainly believed that knowledge concerning farming could be obtained from books.

S. B. HATHEWAY.

Mr. S. B. Hatheway, of Springhill, made a strong plea for technical education as far as farming was concerned. His own experience had been that if the young men taught in the agricultural schools had been well able to put their technical knowledge to practical use. As for his own experience, he had found that the practical lessons in chemistry and botany which he had been taught in the Fredericton High School had proved invaluable to him in the setting-out and rearing of an orchard. He hoped that agricultural education would be given all the assistance possible for New Brunswick was an agricultural province and the farmers paid the greater part of the revenue. (Applause.)

WILLIS MACPHERSON.

Mr. Willis MacPherson said that his own experience had been that apprentices in his trade as machinist were very deficient in technical knowledge. It was seldom one was found who when sent to do a job, could draw a decent plan for use in the shop.

D. J. SHEA.

Mr. D. J. Shea speaking for the plumbing trade, said that the latter had developed almost into a profession. The master-plumber of the present could no longer devote his attention to the details. He had to be studying sanitary engineering, ventilation and numerous other branches of science of which the old-time plumber knew nothing. That made it necessary for the ordinary plumber to know his business thoroughly and technical education was needed.

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FARMERS' REPRESENTATIVES.

On the motion of Mr. Hubbard, the following persons were appointed to represent the farmers of the district, and appear before the members of the Commission: S. B. Hatheway, John C. Gilman, Frank de L. Clements, W. H. Moore and Albert Neill.

Messrs. Turney and Hubbard will appear in their official capacity. Mr. Arthur Nichols will appear on behalf of the metal workers.

Assurance was received last evening that the plumbers, printers, carriage-builders and machinists would be represented.

The meeting then adjourned.

TOO LATE FOR CLASSIFICATION.

LOST

LOST.—Bottom part of automobile lamp. Finder please leave at this office.

FIFTY DOLLARS REWARD

A reward of Fifty Dollars will be paid by the City of Fredericton to any person giving information which will secure the conviction of the party or parties who defaced tombstones in the old burying ground with obscene writing.

C. H. THOMAS, Mayor.

City Hall, August 3, 1910.