

CLEVER ADDRESS.

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an observant person the one quality that makes for progress and prosperity is application of intelligent labour, and the quality of intelligence depends on the school. In New Brunswick there is great need for the education of the people who live on land, education that will enable them to take the very most out of a farm. In this province agriculture is the major interest. There are 37,000 heads of families living on land, and occupying four and one half million acres, the value of which, including implements of all kinds and live stock is conservatively placed at \$50,500,000. The annual revenue from this land is \$12,894,000, and he believed it could be doubled by the application of more intelligent labour.

The great need of farmers growing crops is a better understanding of the difficulties they have to overcome. Through agricultural schools, Denmark has become one of the richest agricultural countries in the world, and in France the fertility of the soil has been doubled during the past fourteen years. The fertility of the soil, the profitable raising of live stock, the preparation of produce for the market, the care of poultry, and other matters, are the subjects of importance to all farmers. To increase the yield without extra fertilizer or extra labour is knowledge that they all stand in need of.

Thirteen years ago he had discussed the subject of agriculture with the Government of this Province and had been one of the factors in organizing the dairy work of New Brunswick. In 1890 there were ten factories with an output worth \$29,000; ten years later the number of factories had increased to sixty-six, and the value of the output to \$241,000. This was tremendous, due entirely to education and organization. Organization means doing a definite thing for a definite purpose. In the rural schools at present this purpose is being defeated. There is a waste of child time that is most extravagant and unprofitable.

In 1894 we shipped 32,000 packages to England. Eight years later, as a result of the organization of the cold storage service, the number of packages exported to the mother country had increased to 539,000, another evidence that intelligence develops superior industry. Education and organization along dairy lines in Prince Edward Island had resulted in an increase during the past few years of 6,700 per cent. Ontario in ten years had increased the output of its dairy factory by \$7,000,000, while Quebec, which some people look upon as not so enterprising as the rest of Canada, had gained \$9,000,000, the direct result of education and organization. There was no branch of activity that would respond so quickly to education and organization as agriculture.

Coming in contact as he had with the schools of New Brunswick, he had no hesitation in saying that they stood out pre-eminent for giving children that intellectual alertness which distinguished the people of this province. There was no sense in saying that a farmer needed the education a doctor received. Where is the farm boy who can spare the time studying until he is 23 years of age? While he did not consider a college education for a farmer's son either necessary or desirable, he thought the colleges should help the farmer's into culture by carrying back knowledge to the rural schools, through the head masters. There is hardly any contact between the college and the rural schools. There is a heap of foolishness abroad as to what constitutes an educated person. The marks of an educated person are trained mind, skilled hands and selfless spirits, and when the schools turn out men in possession of these qualities they will be giving an education that bears direct on character, occupation and national prosperity. Among the conditions and requisites for good schools, are teachers of experience and comfortable buildings. The effects of the school house in regard to its appointments on the character and conduct of pupils is quite marked and leaves an impression on their minds for the rest of their lives.

In New Brunswick there are 59,000 children attending schools, 13,000 in the towns and cities, and 45,000 in the rural districts. The average attendance in the towns and cities is 80 per cent, and in the rural schools 54 per cent. He thought this difference was due to the fact that the city schools possess the best teachers. Teaching is an art that does not come by intuition. It comes only after careful training and long experience. In this province the school teachers teach for such short periods that one-third of the staff have been in the teaching profession less than three years, while 40 per cent. of the teachers change their school district every term. How long would the medical or legal professions stand that kind of thing? Why a man who had any

regard for his live stock would not think of charging his herdsman so often as that.

The teaching of the youth is one of the greatest privileges and duties of the state. The teaching staff therefore should be composed of men and women of the best ability and largest experience. New Brunswick in 1901 spent \$600,000 in giving a school education to 50,000 pupils enrolled. Of this number only 35,000 attended daily on an average, and the attendance at the rural schools was 11,000 less daily than it should have been. He verily believed that under a system of consolidated rural schools the average attendance could be raised above 80 per cent at practically no greater cost. If it did cost more education must not be measured by the cost in money. The question is, is it worth while? The only thing worth while is that which enriches experience and provides satisfaction, and education is the only thing that does that.

Wise men have thought to improve the course of study by getting children interested in the various subjects, and as one means have introduced nature study which is the fundamental principle of education and the common sense method of developing the mind of the child. The three R's have always been considered the most important thing, but they are merely incidental, for they must come as the result of the three H's, which means the training of the head to intelligently understand things, the training of the hands to work skillfully, and the training of the heart in unselfishness.

Professor Robertson next spoke of the work being done at Kingston and showed how it inculcated habits of observation, comparison and investigation in the pupils. The people who dominate the world today are those who can use their hands skillfully. Why then should the schools stand apart from things that make for all that is best in life. It was not spectacular politics to aid rural schools, but wise statesmanship. A government's duty to a country was to guard against outside enemies and inside weaknesses by promoting man's ascendancy over his environment. Every province can use the power that comes from the education of public opinion, and the government of New Brunswick is backed up by public opinion that carries any good movement to a successful issue. The power of a province is multiplied by the power of its leaders and how can you have leaders in agriculture if an opportunity for agricultural education in a province is not afforded.

The government can help to educate the farmers by the extension of knowledge now available back to common people. Professor Robertson here outlined the plan of carrying on consolidated schools, and spoke of the work that would be done by Mr. Brittain in Carleton county, referring in this connection to the magnificent results of the Kingston school. He said if the Legislature would vote \$20,000 to be expended by the department of education to aid the people in getting consolidated schools, they would have the satisfaction of knowing that it would be more fruitful than any \$20,000 ever spent. New Brunswick would be far and away ahead of what it has been in education, and would be in the forefront of Canada's march to progress and prosperity.

Hon. Mr. Tweedie moved that a vote of thanks be tendered Professor Robertson for his very able address. This was seconded by Mr. Hazen, who said that he knew of no man who was doing more to promote the prosperity and happiness of our people than Professor Robertson.

His Honor, the Lieutenant Governor, who acted as chairman, presented the vote of thanks to Professor Robertson in a few well chosen words, and Professor Robertson gracefully acknowledged the same.

The Bonnie Brier Bush.

When "Bonnie Brier Bush" was first produced at the Theatre Republic, New York city, Mr. L. S. Shells and Mr. Stoddart conceived the idea of giving a special matinee performance, to which all the ministers in the city of whatever denomination, should be invited as guests of honor, this by way of compliment to Dr. John Watson (Ian MacLaren) author of the stories from which James MacArthur wrote the drama. Dr. Watson, as nearly everybody knows, is the leading non-conformist clergyman of Great Britain, pastor of a big congregational church in Liverpool. The invitations were sent to all the clergymen in Greater New York of whatever creed, and the good men responded with singular unanimity. In issuing coupons for seats, discretion was left to a young Irish ticket seller named Johnnie Dacey, in the box office of the Republic Theatre. Dacey is a good bit of a wag and the way he fixed up the boxes was an object lesson to the religious enthusiasts who advocate the "one creed one church" propaganda. For instance, in Box A, he had Dr. Stiers of St. Thomas Episcopal Church, Father Ducey of St. Leo's Roman Catholic Church, Levi Hirsch, Rabbi of the Beth Israel Synagogue and the Rev. Phoebe Hanford, Baptist Evangelist at large. It was one of the jolliest box parties in the house at that. Bonnie Brier Bush will be at the Opera House on Monday evening next. Seats on sale at Will's.

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HUGH H. McLEAN,
Solicitor

Mar 23d 1903.

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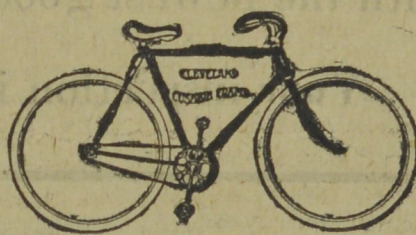
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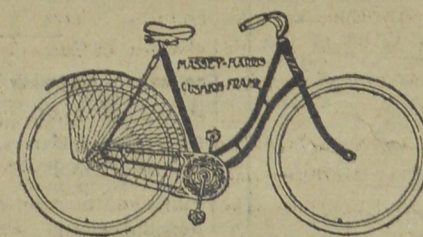
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