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MASTERLY ADDRESS GIVEN AT TEACHERS FEDERATION

Rev. John Keogh, C.S.S.R. Deals With Questions Of Teaching And Discipline In Effective Manner. Personal Influence Of Teacher May Enforce Discipline But Is A Dangerous Tool To Use.

In his address given yesterday, morning at the meeting of The Teachers Federation, Rev. John Keogh, C.S.S.R. spoke as follows: Mr. Chairman, Ladies and Gentlemen: It is not merely to accord with time-honored custom, nor to conform to cold conventionalities, that I express to you my appreciation of the honor bestowed upon me today. When I tell you that I feel honored to stand before you today, I ask you to believe that I but poorly express the sentiments which stir my heart at this moment.

offer our little ones as protection against such fatality? Assuredly, we have something to offer them. Something effective—something almost invulnerable—a firm determined and resolute will—a will strengthened by discipline, fortified by practice, and hardened by self-control which we must strive to make an essential part of their education.

Yes, ladies and gentlemen, if we would arm our pupils against possible moral collapse in after life, we have the means of so doing. This is the object and the office of our school discipline. If properly understood, properly handled, the discipline of our schools can do much to strengthen the will of our pupils. And a stronger will is one of the greatest assets we can give them for the successful conduct of a right life in adult years.

But there is discipline and discipline. If our children are to profit by the exercise of discipline they must first of all have an understanding of the why and the wherefore of discipline. It will not be enough to put them through the daily routine of school discipline without giving them a clear understanding of why we demand this—why they should submit to it—and what they may gain from it. We must be careful not to train them as we would train a horse for the circus ring, that they may go through certain orderly gymnastics without an appreciation of why they should submit to it and the good they can get from it.

When the little child first enters upon school life he finds his liberties restricted on all sides. He finds himself in a new world of thought and action. There are times when he may not speak, places where he may not go, things that he may not do. Previously he came and went when and how he pleased, and now he must come and go in a certain orderly fashion. When the child finds himself hemmed in on all sides by this code of school laws, and young though he be, there is enough of the philosopher about him to ask himself why these laws? Are we giving him the proper answer to his reasonable query? Are we giving him any system of discipline which will last for a while, but if we do not suggest an answer to his wondering why, he will, like many another before him, give up his philosophy; he will say to himself, "Well I must not do all these things, but he will set up a new philosophy of his own, and he will set up a new set of regulations that mean nothing to him and thus spend his years chafing under a law which he never understood and from which he derives no gain. Little wonder that he yearns for the day when school discipline is broken down, and he will set up a new set of regulations that mean nothing to him and thus spend his years chafing under a law which he never understood and from which he derives no gain.

Let us suppose ladies and gentlemen, that one such budding philosopher should accept you with his questioning. You cannot cast them aside. His questioning is reasonable. He is merely seeking out a motive for obedience to the laws to which he has submitted. He feels within himself an inborn sense of freedom; he is willing to submit to a law; yes, but not as a slave—as a rational creature. What reason then will you give him for submitting to school laws? He wants to know why these long hours of unbroken silence? Why this treading of the corners of the desks and out of class day after day? Why this self-imposed silence? Well, my child, silence is necessary for the successful conduct of class. The teacher with a strong feeling for the preservation of the human race will tell him that this orderly coming in and going out of class is to protect the children from getting hurt in the rush that might otherwise take place. So far so good; but they do not go far enough. They give the child partial truth but not the whole truth. Ladies and gentlemen, the one fundamental reason, the radical reason, the only durable reason for obedience to any law is—just laws are the rightful dictates of those in authority—these laws have been made by authority—those who have the right to make the law and we have the corresponding duty to submit to the law. This is the primary motive of obedience to all laws, and this too is the motive which we must give our pupils for their obedience to the laws and regulations which govern school life.

The child, who has been taught obedience in the proper way at home, obeys his parents because it has been taught to believe that they obey God. Though the child could not state it in so many words, still it realizes that his binding force from God. Whence place the parents hold. Similarly, Ladies and Gentlemen, the child must be taught to regard the laws and regulations of school life. It should be taught that these laws have been made by those in authority, that all rightful authority comes from God, and that therefore when they obey the laws of the school they are not submitting to the arbitrary prescriptions of men, but to the ordinances of God, made known to them through the medium of human laws. Teach the children to obey—show them that obedience to local regulations is a reduction to obedience to God, do this, and only then, will you give them that respect and reverence for law which is our only hope for their reasonable submission and our greatest guarantee that the law shall be obeyed.

Just here I wish to say a few words on a matter which I deem of paramount importance. When you check inspector visits your classroom, he rates your ability by what the children know, and by the order which he finds in the classroom. In rating your ability to impart knowledge, your ability to teach, by what the pupils know, he is sure to be correct. There is one other manner of determining the teaching ability of a teacher but by what the pupils know. But imparting knowledge is not the only role of the teacher. Control over the class, ability to enforce discipline in a proper and profitable way is a quite important factor in a good teacher. It is for this reason that inspectors judge, as many of them do judge, of a teacher's ability to enforce discipline, solely by the order which he preserves in class, that Inspector may make a lamentable mistake. He should concern himself not merely with what order he finds in the class, but also how that order is obtained and preserved.

There are divers ways of enforcing discipline and of exercising control over a class of pupils. I know from sad experience of one teacher who kept perfect order in his classroom. I shudder when I recall it. He did his success in a double manner because every pupil in that class-room had an unyielding fear of him, and still greater dread of the rod which he frequently wielded. The fact that a teacher be able to control over his class by the very fear and dread which he can create in the pupils is not a commendation to his ability? Not by any means. Yet such a teacher may make a wonderful impression upon an uneducated inspector. He may be hailed as an unequalled success by all who know him. His success is not real but apparent. Ladies and Gentlemen, there is a more subtle and equally false means of enforcing discipline and gaining a reputation for success by doing this. This is by the mighty influence of a strong personality in the teacher. Do you not know of teachers with a certain personal magnetism about them, which simply sweeps away all pupils off their feet, and binds them along spell-bound in a sort of mystic admiration of the master? They think the world of him. There is an indefinable something about him which wins their admiration, compels their respect, and they obey his every word. Discipline, which has a difficulty in getting children to keep the laws of the school. There is something about this teacher which compels their obedience, and they will obey him and glad obedience, too. Personality—strong personality. Ladies and Gentlemen, do you possess such a powerful personality, can you possess one of the greatest assets to which a teacher can lay claim. Beware that this great asset become not a liability. It may give you success that is not success at all.

In dealing with this matter of the personal influence of the teacher I have said that it is understood as a personal influence. It is not a personal influence. It is a definite and decided advantage to a teacher, especially in the imparting of knowledge. Strong personality gives conviction and animation to his teaching; it attracts attention to his words; it gives point to his words; and makes interest easy. Yet with all this in mind, we still contend that strong personality, though advantageous in imparting knowledge, is still a danger to the proper enforcing of discipline. The danger lies right here, that a pupil may have his love for the teacher, the only motive of his obedience. They may obey school laws and disciplinary regulations on account of the teacher, out of regard for the teacher. And if they do that, they will gain nothing from their motive. The danger lies right here, that a pupil may have his love for the teacher, the only motive of his obedience. They may obey school laws and disciplinary regulations on account of the teacher, out of regard for the teacher. And if they do that, they will gain nothing from their motive.

The other day I read this address of a teacher of great reputation in one of our Toronto schools. When I came to this point she said to me: "I'm fairly ideal, but how few of us are doing it? How can we hope for a better ideal, assuredly this is ideal, but do we want anything but the ideal? And this is the true ideal. Consequently, it has all the great power of truth. And because it is true it has every possibility of being made real; for ideals are nothing but the expression of the highest and best reality. Yes, it is ideal for that we reason we should endeavor to make it real in the lives of our pupils. And we can make it real. In season and out of season let us insist on the proper motives of obedience to school laws and regulations. When we insist upon silence let us make it clear that its observance is not mere deference to us, but the fulfillment of duty on the part of the pupils. Show them its advantage—show them that their controlling inclination to speak will give them that self-mastery which is essential to the true mastering of ourselves. When we let them up to file in and out of class, let us be certain that they restrain their inclination to jostle and push and cut up generally, not because we stand on the steps of the school and watch but because the order and decorum we demand is required by the laws of the school—because it is necessary to train them in self-control, in overcoming that boisterousness which is natural to children, and so I might go on pointing out how this proper means of enforcing discipline can be applied to every action of school life. And what will the result be of such training? Inestimable. By pointing out to them that all this will practice and perfect them in the noble science of self-control, we will give them a deep to what he wanted. It would have been more moral backbone to discipline them in this art of arts. We taken more moral backbone to discipline them in this art of arts.

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will fill them with a just pride of the power that is within them; he will make them ambitious of using it. Show them the grandeur, the nobility, and the worth of the child when he can bring himself to do hard things, because he knows they are the child'sness of the pupil that conforms only when he is obliged to do so by the teacher. Make them believe that if they are not practicing this self-restraint out of a sense of duty, a sense of their own responsibility, they are missing the greatest blessing of school-training. Just the other day a gentleman was speaking to me in glowing terms of his deceased wife. She was a highly educated woman—a gold-medalist in modern languages, an accomplished pianist and a skilled and proficient harpist. But above all and beyond all this she possessed a strong and beautiful character. On one occasion this gentleman told me that he had become very angry at something that went wrong in business. His wife began to chide him for his conduct. "Why," she said, "I find it hard to restrain it, but Charles, were I to become irritated as you are just now, I should feel that all my education were lost, that all the money spent upon my training was wasted; for with all that my education has given me, what would it avail me if I had not taught me to control myself." There ladies and gentlemen, was a woman who had appreciated the benefits of self-control to be derived from education and she appreciated them at their true value she placed them above everything else. Her remark crystallizes all that I have been trying to say.

side by side with this correct means of enforcing discipline let us place that used by the teacher who relies solely upon his own personality to enforce discipline. By his very personality he has won the whole-hearted affection of his pupils. He has compelled their admiration. He walks in their midst as a sort of God—each pupil a worshipper at his shrine. They obey him surely. They obey perfectly to disciplinary measures. Why? Because they are under the spell of his strong personality. Because, as they put it, they like the teacher. They study because they like him, they obey because they like him. Everything according to likes and dislikes. They obey because they feel like it, not because they have been taught the proper motives of obedience to law. Hence they will never develop in themselves a sense of personal responsibility, respect for law, or reverence for lawmakers. The strong personality of the teacher has supplanted all this. It has robbed the children of countless opportunities of exercising that self-control, which they would have been forced to exercise in order to make themselves conform to the law, had not the personal influence of the teacher brought them to do it. They never needed to exercise self-control for self needed no control because self held themselves in check, and we made by the authority which represents obedience to the disciplinary code—the more insistent upon the principle that their obedience should be to the law because that law is made by the authority which represents God.

Up to quite recent times this personal influence of the teacher has been considered to be the great engine of training. But as a learned writer assures us—"Nowadays more thoughtful educationists have come to the conclusion that the use of personal influence as an engine of training is a fatal and self-defeating blunder." These are strong words coming as they do from the lips of an authority. Miss Mason (another authority in matters educational) has this to say: "There is no more facile way of swamping character and individuality than by that idol of the fifties—personal influence."

We willingly concede, ladies and gentlemen, that the influence of a strong personality in the teacher is perhaps the greatest and most effective means of enforcing discipline, that is, of bringing the pupils to keep the laws and regulations of school life: it will produce that immediate effect, but we are afraid its benefits stop there. For we contend that it will do little or nothing to develop character, moral strength or self-mastery in the pupil. In fact, we contend that it has the opposite effect upon them. Hence it does not give them the strength which will save them from moral collapse in after life. As a learned writer puts it: "Personal influence galvanizes the pupils. It dispenses them from all effort. Spellbound by the personality of the teacher the pupil responds to the influence. He does his work under the spell; he keeps discipline under the spell, he obeys himself admirably under the spell, but when the spell is removed there is a flop."

Can you not see from this, ladies and gentlemen, the utter futility of personal influence as an aid for pupils in after life. During the years of training it dispensed the pupils from all effort. They did the proper work under the spell; they obeyed themselves under the spell, but when the spell is removed there is a flop. Can you not see from this, ladies and gentlemen, the utter futility of personal influence as an aid for pupils in after life. During the years of training it dispensed the pupils from all effort. They did the proper work under the spell; they obeyed themselves under the spell, but when the spell is removed there is a flop.

Well, well, my little man," is whispered the passing neighbor, "I hear you have a new baby brother who they liked and idolized wanted it in your house." "Tuh!" ejaculated the small boy. "Wh—uh! (suppose he'd be in the garage?"

Phyllis—Lady de Gros is paying five guineas a week for that artificial treatment. She hopes to lose two tons by the time it is completed.

Phyllis—How much has she lost so far? Phyllis—About twenty guineas.

Phyllis—Lady de Gros is paying five guineas a week for that artificial treatment. She hopes to lose two tons by the time it is completed.

President Beatty's Statement On Immigration

President Beatty of the C. P. R. gives the following evidence before the Committee on Immigration at Ottawa: The Committee have heard the evidence of the departmental officers and the representatives of the various organizations of the two Railways. From them and the subsequent witnesses, who will speak of the practical operations of these departments under the statute they have received and will receive a great deal of valuable information. I will not attempt to cover any of the ground but very briefly to outline the situation as I see it in general terms.

We are all, I think, impressed with the fact that Canada has made substantial progress in the last few years, but we think that progress can be expedited and even greater prosperity follow the admission of more people to this country. I share the views of the President of the National Railways and I agree with others that our ambition should be to admit, first from Great Britain and afterwards from the United States and selected Continental countries, men who are physically fit, able and willing to follow agricultural pursuits. If the figures for the past three years are approximately correct that 80,000 per year was the net increase in our population other than from natural increase, and the extent of the Country and its resources are considered, it cannot, I think be said that we are admitting an adequate number of new settlers. I feel that in the present condition of things, the fundamental principles underlying the legislation are correct and that immigration as applied to Canada relates almost exclusively to land settlement and colonization. The entire effort should be directed to the securing of men who follow agricultural pursuits for employment existing in Canada and when these opportunities are known to exist they will be secured without difficulty and without effort. In fact, the history of the United States has indicated that where jobs are available application are usually found for them in great numbers. If I am correct in assuming that the question is one of land settlement and colonization, our efforts must be of necessity largely restricted to obtaining settlers or those who can in time become settlers. We have a great deal of unoccupied land in Canada. Of the exact acreage in the various Provinces I am, of course, unaware because I do not know of any survey or surveys which have been generally made which would indicate the actual figures. Some years ago—about the year 1922—a survey was made by the Canadian Pacific of lands within fifteen miles of the railway in the three Prairie Provinces, and I think the estimate was 34,000,000 acres. Now in that area there were inevitably some Crown Lands, railway lands and many acres that were privately held. There would, too, be some bush land and, because uncleared, would not be available for immediate settlement. There might, too, be a distinct difference in the character of the lands, some being less fertile than others, and it could not, therefore be said indefinitely that all offered the same opportunity for successful cultivation. There has undoubtedly been a change in the last several years and these figures would probably not represent the exact situation today but they do indicate that we have not reached the point when restriction of immigration of agriculturists or those intending to be agriculturists should be imposed. If these assumptions should be correct, and if the country can support more than nine million people and increasing prosperity will follow increased population, not only in the general wealth of the country through extension of its agricultural activities but through the increased markets thereby provided to its manufacturing and other industries, it seems fairly obvious that immigration policies should be vigorously prosecuted.

Obviously, questions of immigration must always be the concern of the National Government. The question is a national one and should be as free as possible from political complications. It has been suggested that the Government should coordinate the operations of the different immigration organizations, but so long as the Government is itself directly responsible for immigration policies and the carrying out of them, it would be very wise to make use of these organizations who have many contacts and grounds of appeal that are not open to exclusive Government agencies. The Railway companies are, of course, the largest organizations interested in immigration. They have their representatives in practically all countries where immigrants are available and they have very extensive organizations in Great Britain. They have been, and I think will continue to be, a very strong factor in immigration and a very great help to the Government in executing its own policies. The Government organization is of necessity one consisting of a Minister and his Deputies and their representatives throughout the world. Can this organization or system be improved so that the work will be done more effectively? That is a matter of opinion, but my own view, without intending to criticize the organization we have set up over a great many years, would be that perhaps more executive efficiency and greater administrative latitude would be secured by a form of organization in which a little more closely on those of our great corporations in order that authority should be vested in one or more Commissioners, men of experience in executive work and who would command substantial salaries. I make this suggestion because immigration is an enterprise of the nature of Sir Joseph Flavelle, whose raw products in human material is associated with a great adventure. It is not things, which are being dealt with but men, women and children who are embarking upon an enterprise in which no one can definitely forecast who will be successful and who will be failures. These elements require patient, constructive effort in order that the country should be filled with contented and prosperous people. The Government can give great leadership in this enterprise by establishing an organization as nearly perfect as possible without in any degree removing the responsibility and the authority of the Minister and of Parliament.

The larger policies involved in the selling of Canada and its advantages to the people of other countries, the inter-relationships with the provinces and the immigration agencies are matters which I think could be more effectively dealt with by the creation of a new office and not imposed upon the departmental officials, already burdened with the enormous details of administration under the statute and the regulations. I admit that the latter gentlemen are just as anxious for Canada's advancement as we could be but they are only human and cannot accomplish the impossible in view of the tremendous volume of work which inevitably falls upon their shoulders.

Capital and Development The question of the Country's development and the exploitation of its natural resources is indirectly connected with immigration as the greater the development the greater the opportunity. It has, of course, for its initial purpose the attraction of capital to Canada for development purposes, but each successful step that is taken in that direction means added opportunity and therefore greater population. The Company has maintained an extensive Development and Industrial Branch. It employs experts in geology, metallurgy and mining, apart altogether from the work in farm development and experimentation which has gone on in Western Canada for a long time. The object of the Development Branch is to bring to the attention of those likely to be interested and to give technical advice and accurate information on subjects relating to Canada's mineral wealth and other resources. Its publications are numerous and spread in many countries and it is looked upon now as a reliable source of information respecting the possibilities in this country, industrial and other.

In addition, through the Consolidated Mining and Smelting Company has a large interest, actual mineral explorations are continuously conducted in many parts of Canada from the far east, in Newfoundland and west as far as Vancouver Island. The amount of money spent annually by the Consolidated Company with others, in the development of new properties, is probably as great, if not greater than any other Canadian agency.

Colonization—Not Land Selling Provincial Cooperation Necessary We are still an agricultural country and the area under cultivation is increasing every year. The demand for the products of the farm is definite and, so far as I can see, is not likely to be lessened by the world's requirements. I understand the members of the Committee are considering whether we are making sufficient progress and bringing in enough men and if we are not, why we are not. I think it can be generally accepted that so far as the activities of the transportation companies are concerned, the question has ceased to be one of land selling but rather one of colonization and what that means generally.

Provincial Cooperation Necessary The work of the Provinces is important because each Province should know its own resources, in lands and otherwise, and make provision for their being known elsewhere. I would suggest that where no sufficient surveys exist the Provinces, in conjunction with the Dominion, should have it done in order that the magnitude of the available agricultural opportunities should be definitely known. I am in favour of extending the principle of training in Great Britain in order that the number of immigrants should be lessened as much as possible, and I think it only fair that the cost of such training should

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