

A good day begins with a cup of good coffee—

Chase & Sanborn's SEAL BRAND

Mr. L. W. Shaw

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must have, if our schools are to keep pace with advancing civilization. Before we reach this fortunate state of mind there are certain characteristics of good schools which we must recognize and understand. These characteristics apply to public and private schools and from kindergarten to university all over the country.

(1st) We must come to understand that the schools are for the children, not the children for the schools. We must stop forcing children into molds and re-organize buildings, furnishings, courses of study, methods and discipline to fit pupils as they are, not as we grown-ups think they ought to be.

(2nd) A major consideration is health—of body, of mind, and of spirit.

(3rd) Interest should take the place of dictation. The things studied and the things done should be expected to want to, not something that grown-ups have always required, but which bear no relation to children themselves. Take cube root for example: Whoever heard of it outside of the textbooks? What child wants to? Why should he?

(4th) We must have profitable enthusiastic group activity. This does not mean, however, that the individual is to be disregarded. We have learned to accept in school what we have always known outside that no two people are alike, and that it is not only impossible to do so. One is bright, another is slow; one a housekeeper, another an artist; one lively, another quiet. Each has a right to be himself and the school has no right to undertake to make all alike.

(5th) Our improved school must make provision for creativeness, that is the proper expression of the individual's desire to make something. This is true in the world. The world must come to the school and the school, in turn, must go out into the world.

(6th) A final outstanding characteristic of the progressive movement must be that parents will be as active as teachers. A new spirit of intelligent and healthful co-operation must be developed between school and home.

But the new education is more than a matter of materials and methods. A common criticism of the old has been that there has been so much of accepting information and so little of questioning and thinking. We must train youth to imagine, to think forward, to anticipate conditions and to discard old idols, when need be. This attitude does not disregard the past. The past is accepted as evidence but is denied the authority of law. Present day interests receive larger attention.

Learning has come to be understood as an experience which involves the creation of something in the mind. The benefits arise from the reality of the enterprise and from the sense of accomplishing something truly worth while.

Thus far we have dealt with a few of the more apparent weaknesses existing in our system, weaknesses which seem to be the result of an inadequate conception of education. We have mentioned also a number of the ideals to be looked for in the improved school. The next question to face us is: How can these ideals be attained? How can improvement be brought about? For our answer let us consider what the more progressive communities have been doing in this respect. In regard to the type of educational organization under which we are working, the Report on Education in the Maritime Provinces, by the Carnegie Foundation, has the following to say: "I would strongly urge that experimental policy is a political product. Important appointees, who should be purely educational, are often semi-political officials and educational documents cannot escape more or less of the flavor of political orientation."

Naturally, the effect is to be felt in negative rather than in positive forms. Education must "keep its place." An aggressive policy of public taxation for education is

thought to be out of the question for a body that desires re-election. The Department of Education is managed with whatever proposals a Cabinet will consider harmless. In other words, there is no temptation for the educational authority to resort to an enlightening popular agitation and a direct appeal to the people, because it is not in a position to array itself against the Government and force through legislation.

The Report of the Survey of the Schools of Watertown, New York, has the following to say in this connection: "One may fairly propose that the success of all local, state and national government is dependent upon the work done in schools. It is appropriate, then, that the administration of these schools be kept distinct from the political considerations which so often control in public affairs."

The Board of Education, entirely independent of the Municipal Government, has been recognized by students and the general public as essential to the highest type of educational efficiency. The School Board, limited only by the will of the people, should be able to fix the local school-tax rate. The Board to determine novel school moneys should be spent without review or control by any other body.

The report of the British Columbia Survey of Education, dealing with this phase of the work, comments on the determined efforts which this Government there makes to prevent education becoming a political issue.

Does not all this point to the fact that those having the larger vision are seeing education in terms of the political Board of Control, who will seek out the most highly qualified man that can be secured to act as their chief executive, and then give him a free hand to carry out the policy agreed upon? A little less than a year ago, when discussing the question of Education, we referred to the problem of the small school and the possibility of consolidation. We shall pass these by for the moment, simply with the remark that they would be specific matters to be dealt with in a non-political manner by this new type of Board of Education.

What comes that most important question of the teacher. As a profession we can never hope to make progress educationally, so long as our schools are manned by a body of teachers, the great majority of whom are young, inexperienced and untrained. "Why does this condition exist?" you ask. The answer is quite evident; we are unwilling to pay the price. I know there are those who take the view that if our teachers would but train themselves they could then demand and receive a living wage. Consider this question: Where is the parent who would be willing to send his child to a school of Wales College for two years, or until he finishes High School, and then for two years more of Normal Training, in the hope that at the end, this young person would receive adequate remuneration for the time spent and expense incurred? Ladies and Gentlemen; this plan will not work. We shall have to demand our willingness to pay. Then and only then shall we be in a position to demand training, experience and efficiency. A broader concept of education among the people generally, always manifests itself in the provision made for the likelihood of the teaching body, but a longer period of training, summer schools, extension courses, are all necessary if its members are to keep pace with progress elsewhere. Under present conditions our teachers cannot afford any of these things. In any improvement that may be planned along this line I would strongly urge that experimental policy is a political product. Important appointees, who should be purely educational, are often semi-political officials and educational documents cannot escape more or less of the flavor of political orientation.

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As already suggested, our broader idea of education will enable us to see the necessity for libraries and other equipment such as weights, measures, scales, etc.; in other words, the tools of teaching. As a Province, we should be deeply grateful to Mr. Adam Andrew and those associated with him for the splendid effort being made to show us the possibilities along this line. By making use of these possibilities which lie in our path we should be able, in some measure at least, to introduce into our Public Elementary Schools what one writer has termed the spirit of the Junior High School. Cannot we do more than has been done in the past to make the educational ladder broad enough, that all who will may climb? Don't misunderstand me now. I am not advocating that we make the ladder short, not for a moment. I do feel, however, that it should be made sufficiently broad that all our boys and girls, instead of being knocked off early in the climb, as so many of them are at present, may be enabled to go higher and ever higher because they can find thereon steps and rungs suited to their individual capabilities.

May I be permitted, just at this point, to bring to your attention a few attempts being made here, in our own city by our teachers and

school authorities to introduce this spirit of which we have spoken into our schools. If you will visit the Agricultural Building any afternoon you will find the older boys of Grade Seven and Grade Eight, and some of Grade Nine, from both West Kent and Queen Square schools busy at Manual Training. These fellows are making articles of furniture for their homes and equipment, such as sand tables, etc., for use in the schools. Apart from this, however, they are receiving a valuable training, and I could name for you certain boys who have virtually "found themselves" in the Manual Training Room. Before commencing this work they were hopelessly discouraged because there was nothing on the regular course which seemed to interest them, and most of it they found extremely difficult. Now their whole attitude toward school and the purpose of the school has been changed, because they have found something of interest upon which they can build. Is this not worth while? I wish that we might offer the same type of work to our girls in the form of Home Economics.

I wish to take a moment also to show you a few samples of what we speak of as "School Project Work." These have been chosen at random from different classes in the city, but especially from the girls' schools. This I have thought that you may see a parallel to the Manual Training activity for boys, although, as you will note, many of the boys are very apt at such work as this. Please do not look upon these portfolios and product maps as fads and frills. This is not the only kind of teaching and learning that is being done in our schools. These are but a few very interesting ones. The facts of his City, Geography, English, and Nature contained in these, have been impressed upon the minds of the pupils who constructed them in a manner that no other method can approach, for we have said before, we learn by doing. We are here bringing all the senses to bear on the problem and more than that the problem has been dealt with as a life problem and not as one connected with the school alone. In other words we are thinking more of dealing with the big problems and of the life he is to live than of subject matter, which, apart from life, is of little use. In addition to this again we are helping to bring school and home into closer touch by linking the activities of one with the other, and this needs to be done. I could mention also the teaching of Music, Art and Physical Training, the oratorical contest, all of which are helping to make broad the educational ladder. One point must be clear, clearly in mind, however, which is that we cannot add indefinitely to our course without making some decisions, at least, elective. Upon this principle of the more or less elective course is the Junior High School organized. This may a pupil, once he has secured the fundamental training of the earlier grades, follow a course for which he, his parents and his teachers, have found that he has the aptitude or the capacity.

If we accept the foregoing as a reasonable course to follow, it is absolutely necessary that we send our young teachers out to the schools of the Province equipped, in some measure, to adjust their teaching to the needs and capacities of those with whom they are to work. A special effort is being made along this line at the present time. There is nothing revolutionary in this, rather is it an effort to adjust ourselves and the citizens of the future to the needs of the age in which we live.

As already suggested, in any attempt towards re-adjustment in our educational system, the co-operation, sympathy and support of the home is absolutely necessary. As agencies for bringing about co-operation of school and home, I cannot do better than to refer to such splendid organizations as Women's Institutes, Junior Red Cross Societies and Parent-Teacher Associations. In connection with the latter I shall read a short extract from an article appearing in a recent number

of the Journal of the National Education Association:—"Success in dealing with the problems of education demands an organization capable of uniting and directing the many factors responsible for the care of the child, so that the best results may be brought about. Individual work is fundamental; group work is necessary and valuable; but a co-ordinating agency is necessary if there is to be created a new and better attitude of mind towards child welfare, to meet the new and unprecedented complexities which surround us."

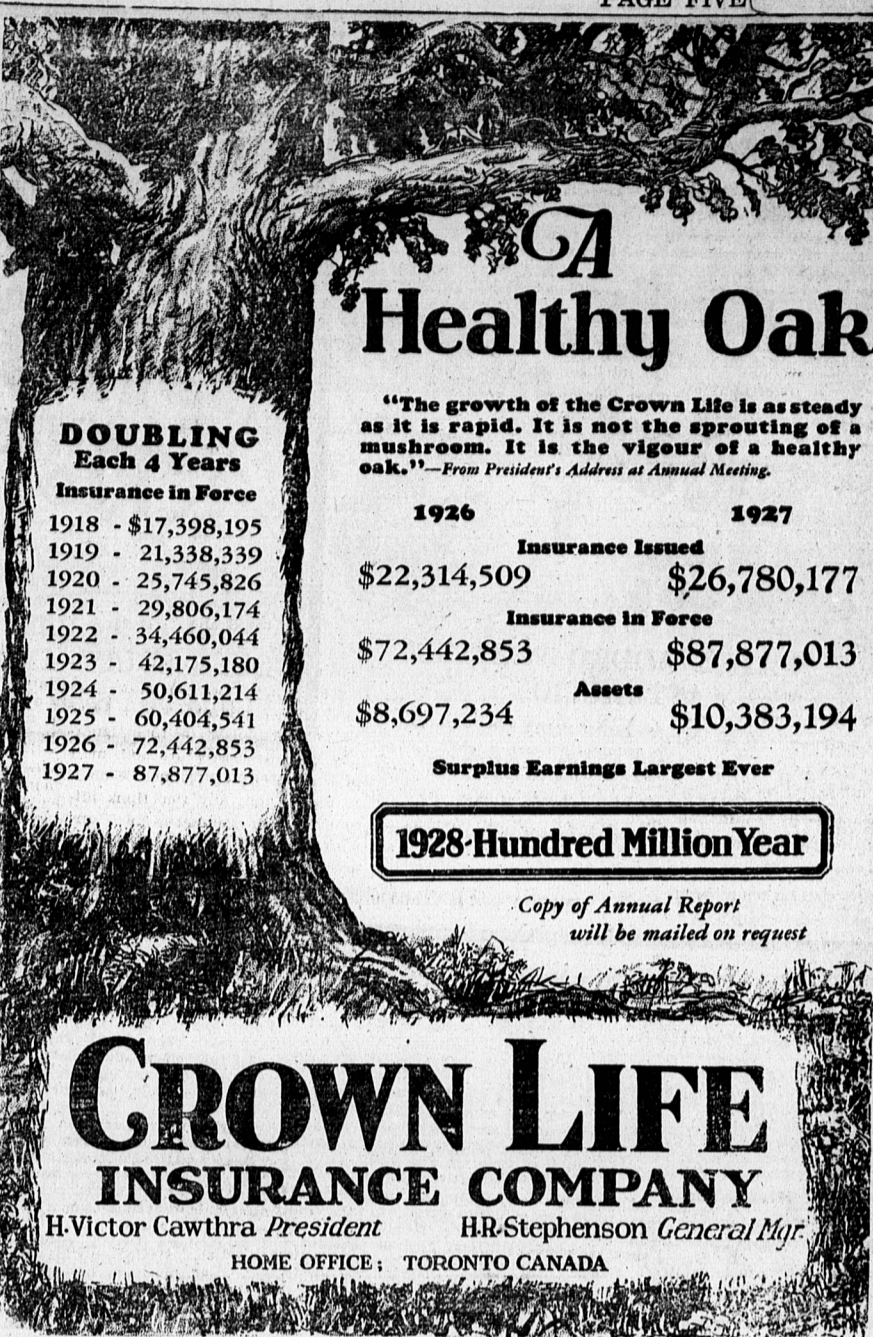
When parents and teachers have trained themselves for their work—have developed intelligence, individuality and character; have learned to work harmoniously together, and with the community, the outlook for the succeeding generation is indeed bright.

It is to bring about these results that national organizations have been formed in Canada, in the United States and in other countries. We certainly all want for our children, for our children's children, and for all children everywhere, such opportunities for growth that each may reach the maximum of his power for achievement and in personality. If this ideal is ever attained it will be because parents, teachers and citizens have been willing to train and discipline themselves, to study and meet the needs of the children and to co-operate with all who are touching the daily lives of the boys and girls."

These new ideals are already meeting with a growing response from the thoughtful public, made up, as it is, of parents and intelligent laymen, who, having come up through the old regime, desire something better for the children of tomorrow, and of teachers and administrators, concerned in growing themselves and in improving their schools. The process of adjustment seems to be moving from the bottom upwards, from primary to intermediate, to junior high school, to senior high school. Now the colleges are introducing the reforms which are but the application of principles already in effect in the lower schools.

To sum it all up, the new school movement referred to is at once a protest and a vision. It has effectively challenged the authority, the repression, the barrenness of an education procedure which was at odds with nature, and which in practice defeated many of its own purposes. It has created schools in which teachers and students work together happily under conditions physically and mentally wholesome in a richly stimulating environment, living in the fullest sense the life of today to be ready for tomorrow.

"But," you ask, "how and when can such ideals become a reality?"



Healthy Oak

"The growth of the Crown Life is as steady as it is rapid. It is not the sprouting of a mushroom. It is the vigour of a healthy oak."—From President's Address at Annual Meeting.

DOUBLING Each 4 Years Insurance in Force

1918 - \$17,398,195	1926 - \$8,697,234
1919 - 21,338,339	1927 - 87,877,013
1920 - 25,745,826	
1921 - 29,806,174	
1922 - 34,460,044	
1923 - 42,175,180	
1924 - 50,611,214	
1925 - 60,404,541	
1926 - 72,442,853	
1927 - 87,877,013	

1926 Insurance Issued \$22,314,509

1927 Insurance in Force \$87,877,013

Assets \$10,383,194

Surplus Earnings Largest Ever

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Copy of Annual Report will be mailed on request

CROWN LIFE INSURANCE COMPANY

H. Victor Cawthra President H.R. Stephenson General Mgr.

HOME OFFICE; TORONTO CANADA

HOCKEY

A very interesting game of hockey was played between New Perth and the Tuxis Boys of Montague, in the Montague Arena Saturday night, the former team winning 2-1. The New Perth team had by far the better of the first period, which ended 2-1 in their favor. In the second period there was no scoring done, then in the last period the Tuxis boys, playing a lot harder, scored their only goal.

Line up	Goal	New Perth
Tuxis Boys		
J. Murdock		B. Dewar
M. Mellish		L. Dewar
A. Burke		B. McLaren
K. Beer		G. McLaren
B. Currie		W. Thompson
A. McLean		H. Moar
C. Reynolds		A. Nicolson
Referee—William Garrick.		

Bathurst Power and Paper Co. LIMITED

Class A Stock

No securities ranking senior to this issue are issued.

ASSETS—Total fixed and current assets, including Timber limits (valued at \$0.75 per cord) pulp and paper mills, Hydro-Electric plant and undeveloped power sites is estimated at over \$24,000,000 or the equivalent of more than \$60 per share of Class A Stock.

EARNINGS—For the past three fiscal years have exceeded \$850,000 per annum, after all operating expenses and maintenance but before depreciation, depletion and income tax.

MANAGEMENT—The Canadian International Paper Company have purchased a substantial part of the issued capital and will manage the properties—The capacity of newsprint is being increased 100%—The Hydro Power sites controlled have a capacity of 50,000 H. P. of which 10,000 H. P. is developed.

\$40 Per Share

With Bonus of one share Class B Stock with each four shares Class A.

Eastern Securities Co., Ltd.

INVESTMENT BANKERS

W. H. V. DUNBAR, Manager, Charlottetown

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Get More Live Weight in a shorter time

Give your young cattle and hogs a balanced ration—one that has been scientifically proven. Provide the feed that has the best balance of carbohydrates, protein, minerals, and vitamins.

Schumacher Feed is especially rich in carbohydrates, is two per cent. minerals, and has the vitamins which promote good digestion. It is a blend of grain products; oilcake meal and minerals. All kiln dried and finely ground. Young cattle and hogs grow and fatten remarkably well when given Schumacher Feed and it is excellent as a basis ration for dairy cows.

Schumacher Feed is economical. You get most results for your money.

Schumacher FEED

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Buy Schumacher Feed from us. Many feeders in this neighbourhood have proved it to be profitable and economical.

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WHOLESALE DISTRIBUTORS
Ask your grocer.

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COUPON

How to Get It

For the Mere Nominal Cost of Manufacture and Distribution

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secure this NEW authentic Dictionary, bound in black seal grain, illustrated with full pages in color.

Present or mail to this paper this Coupon with ninety-eight cents to cover cost of handling, packing, clerk hire, etc.

MAIL ORDERS Up to 20 miles ... WILL BE FILLED Over 20 miles ...

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Only One Coupon Now Needed

LARGE PROFITS SMALL RISK STOCK OPTION TRADING

Enables you to control 100—shares any stock for \$125.00—

Explanatory booklet mailed on request.

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Keefe Building
MONTREAL

Coal

We are now well stocked with high grade Coal for winter, namely:

Old Sydney Screened, Inverness, Springhill, Albion Nut, Albion Stove, Albion Screen, American Hard Nut, Welsh Hard Stove, Besco Coke

Phone us your requirements. Prompt deliveries. Lowest prices.

W. D. Gillis and Company
Phone 176

Wonderful Light For Rural Homes

BEATS ELECTRIC OR GAS

Chicago, Oct. 15.—An eminent professor in a leading scientific institute has completed a very interesting test on a most remarkable white light for home use. The test shows that this wonder light is superior to electric, is cheaper than common oil light and is the closest to sunlight of any artificial light.

A leading eye specialist says this light is a boon to country people where poor lights are causing much damage to eyesight. The fuel used is common kerosene and the lamp is so simple and safe that a child can light it. It burns without odor or noise, no pumping up.

The U. S. Government and 33 universities have also tested this remarkable light and have data to its wonderful quality, efficiency and economy.

Readers sending their name and address on a post card to M. M. Johnson, 405 Logan Ave., Toronto, will learn full particulars as to wholesale prices and how to get one free by showing it to friends and neighbors. Mr. Johnson also wants men and women to act as distributors. Exclusive territory given.

THE GABBS

LOOK AT THAT, GERTIE—GOLDBLOCKS AND THE THREE BARES—BARE BACK, BARE CHEST, BARE KNEES—THE SHORT HAIRY WOMAN HAS SHORT SKIRTS, SHORT HAIR, VERY THING SHORT EXCEPT HER CONVERSATION—

YES, SIR, THE MODERN GAL THINKS THAT BREVITY IS THE SOUL OF IT—THEY ALL BELONG TO THE D.A.P. MEANING "DAUGHTERS OF THE AMERICAN REVELATION"

BLAH!—LONG SKIRTS WERE USEFUL LIKE A CHEER LEADER AT A FUNERAL—MEN ARE THE ONLY CREATURES WHO ARE STILL DUMB ENOUGH TO SMOTHER THEMSELVES WITH HEAVY CLOTHING!

WELL I MAY BE DUMB, BUT I'M MIGHTY GLAD I DON'T WEAR ANYTHING THAT HAS TO BE PULLED UP AS OFTEN AS STOCKINGS OR DOWN AS OFTEN AS SHIRTS!

Montreal Stock Exchange

Abitibi	77
B. E. Steel 1st Pfd.	37 1/2
To. B. E. Steel 2nd Pfd.	39
Asbestos Com. New	34
Asbestos Pfd. New	93 1/2
Massey Harris	40 1/2

Banks

Bank Commerce	288
Bank Royal	358
Bank Montreal	343 1/2

Wheat

March	132
April	132
July	129 1/2

Corn

March	95 1/2
May	98 1/2
July	100 1/2

Oats

March	55
May	55 1/2

Wheat

March	136 1/2
July	136 1/2
October	130 1/2

Germany's new automobile tax that becomes effective April 1 is based upon engine displacement instead of horsepower.

QUICK QUAKER

Cooks from 2 1/2 to 5 minutes

No watching. When you're ready for it, it's ready for you.

By Barrie Payne