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Births, Marriages, Deaths

BORN.

MACDONALD—At Bella Coola, B. C., on June 22nd to Mr. and Mrs. J. D. MacDonald, a daughter. Mother and child doing well.

DIED

REILLY—In this city on the 8th inst. at the residence of S. T. Young, Esq., "Armhurst" Arm St., Victoria West; James Reilly, ex-mayor of Calgary, aged 74 years. A native of Sherrington, P. Q.

MARCOTTE—At his residence, South Saanich, on the 7th inst. Francois Xavier Marcotte, aged 76 years, a native of St. Boniface, County Portneuf, P. Q. The funeral will take place on Saturday, the 10th July, at 10:30 from the late residence, and 11 o'clock at the Roman Catholic church, South Saanich.

Crushed Oats, per 100 lbs.	2.20
Barley, per 100 lbs.	1.70
Crushed Barley, per 100 lbs.	1.75
Chop Feed, per 100 lbs.	1.50
Whole Corn, per 100 lbs.	2.00
Cracked Corn, per 100 lbs.	2.05
Feed Cornmeal, per 100 lbs.	2.05
Hay, Fraser River, per ton	22.00
Dairy Produce.	
Eggs—	
Fresh Island, per dozen	.35
Eastern Eggs, per dozen	.30
Cheese—	
Canadian, per lb.	.20
Neufchatel, each	.10
Cream, local, each	.10
Butter—	
Manitoba, per lb.	.35
Best Dairy	.25 to .30
Victoria Creamery, per lb.	.40
Cowichan Creamery, per lb.	.40
Comox Creamery, per lb.	.40
Chilliwack Creamery, per lb.	.40
Salt Spring Island Creamery, per lb.	.40
Vegetables.	
Tomatoes, per lb.	.15 to .25
Beans, Wax, per lb.	.20
Beets, per lb.	.05
Carrots, per lb.	.04
Parsley, per bunch	.05
Mint, per bunch	.05
Celery, per head	.25
Cucumbers	.10 to .20
Radishes, per bunch	.05
Potatoes, per sack	$2.50 to $3.00
Potatoes, new, 8 lbs.	.25
Cauliflower, each	.20
Cabbage, new, per lb.	.03
Lettuce, a head	.05
Garlic, per lb.	.20
Onions, 8 lbs. for	.25
Sweet Potatoes, 3 lbs.	.25
Rhubarb, 6 lbs.	.25
Fruit.	
Lemons, per dozen	.25
Figs, cooking, per lb.	.08 to .10
Apples, 3 lbs.	.25
Apples, Oregon, per box	2.50
Bananas, per dozen	.35
Figs, table, per lb.	.25
Raisins, Valencia, per lb.	.15
Raisins, table, per lb.	.25 to .60
Pineapples, each	.35 to .50
Grapes, Malaga, per lb.	.25
Strawberries, local, per box	.15
Cherries, per lb.	.12½
Gooseberries, local, per lb.	.12½
Apricots, Cal., per basket	.40 to .50
Plums, Cal., per basket	.40 to .50
Peaches, Cal., 2 lbs.	.25
Nutmeg Melons	.05 to .10
Watermelons, each	.75 to 1.00
Red Currants, per lb.	.15
Logan Berries, per lb.	.15
Raspberries, per lb.	.15
Blackberries, per lb.	.15
Fish.	
Cod, salted, per lb.	.10 to .13
Halibut, fresh, per lb.	.08 to .10
Halibut, smoked, per lb.	.10
Cod, fresh, per lb.	.06 to .08
Smoked Herring	.12½
Crabs, 2 for	.25
Black Bass, per lb.	.06 to .08
Bolichans, salt, per lb.	.12½
Black Cod, salt, per lb.	.12½
Flounders, fresh, per lb.	.06 to .08
Salmon, fresh, white, per lb.	.08 to .10
Salmon, fresh, red, per lb.	.10 to .12
Salmon, smoked, per lb.	.20
Shrimps, per lb.	.25 to .30
Smelts, per lb.	.08 to .10
Herring, kippered, per lb.	.12½
Finnan Haddie, per lb.	.20
Meat and Poultry.	
Beef, per lb.	.08 to .18
Mutton, per lb.	.12½ to .20
Veal, dressed, per lb.	.15 to .18
Geese, dressed, per lb.	.18 to .20
Guinea Fowls, each	1.00
Chickens, per lb.	.25 to .30
Chickens, per lb., live weight	.12½ to .15
Ducks, dressed, per lb.	.20 to .25
Hams, per lb.	.18 to .22
Hares, dressed, each	.75
Bacon, per lb.	.22 to .27
Pork, dressed, per lb.	.12½ to .15

PRITCHETT IS THE ORATOR TODAY

(Continued From Page 1)

of systems—the boy working up by natural development processes from the primary school to the university; and the other being found in the absence of a multiplicity of small colleges with degree—granting powers, although too often without any real educational status. The Carnegie Foundation its president looked looked upon as one of the greatest elements tending toward the internationalizing, as well as nationalizing, of education.

Time and space forbid any more extended reference in this issue of the Evening Post to what was undoubtedly one of the strongest and most eloquent addresses head in the American west in many a day; it is hoped, however, that space may be found for more adequate treatment of Dr. Prichett's address in some subsequent issue.

The other important speaker of this morning was Dr. A. J. Dale, professor of education at McGill, whose speech upon the tests of a successful education may be regarded as the antithesis of the address and views of Chief Inspector Hughes of Ontario. Dr. Dale, an Oxford man himself, may be said to represent and illustrate the Oxford view and standard. He speaks as a theorist and man of especial culture, but it is noteworthy that his theories on the relative values of educational attainments are backed by much personal experience, as a boy undergraduate, as a University extension lecturer at his own college, Merton, and subsequently as a master in one of the great public schools of England. Dealing with the tests of success in education, Dr. Dale held that the subject must be approached upon a scientific and analytical basis, the fundamental tests being three-fold in character; first, biological, dealing with mental growth; second, sociological, as relating to the adaptability of the individual to his environment and conditions in life; and third, ethical, as illustrated in the formation and the development of character.

On the conclusion of the two chief addresses of the morning, Dr. Robertson of Macdonald Experimental College, Montreal, extended a welcome to Dr. Pritchett, coming as he does direct from the great international convention at Denver, as a missionary of peace.

The afternoon is again being devoted to practical papers and discussions arising thereon, the agenda for the day as already published being faithfully adhered to. Tomorrow the association's plans are considerably changed, the outing by the Princess Charlotte being now arranged for the morning, the steamer to leave at 9 o'clock, and a call being made at San Juan where the teachers will be enabled to see the lifting of the salmon traps into which the fish are now running freely. The afternoon will be given over to the business appearing on the official programme as for the morning.

LAST EVENING'S SESSION

Professor Adam Shortt and Inspector Hughes Discuss Pertinent Topics

At the Assembly Hall, last evening, important addresses of the convention—from the standpoint of the general public—were delivered by Prof. Adam Shortt, of Ottawa, and Chief Inspector Hughes, of Toronto, the audience comprising very many deeply interested Victorians, who are not members of the teaching profession or association delegates.

Professor Adam Shortt

Professor Shortt said: "The subject upon which I have to speak is rather a new problem in Canada. It is one of worry to the Civil Service Commission to no small extent, and part of that worry I hope to transfer to the educationists present this evening. I hope they will help us to work the problem out. The problem is to introduce a system of appointments to junior offices of the civil service on a competitive basis, that is, by written examinations. This system must have some fair reference to the teaching done in the different parts of Canada. Those engaged in teaching will realise what this means.

"Let me say that in dealing with the present system in vogue in the Civil Service that on September 1 last there came into force a Civil Service Amendment Act and a Civil Service Commission. The latter is composed of Mr. La Rochelle and myself. Our duties are to prescribe subjects and organise competitive examinations, to provide for the appointments of the various positions below that of deputy minister. We were appointed under that act as servants of the country, amenable only to parliament. We have to pass upon every promotion and issue certificates of increase of salary in the service. Then there are other functions. We have to investigate and report upon any and all of the departments, and to suggest improvements. In conjunction with these duties we have to fulfil any others which are assigned to us.

"The automatic duties we find to be more than enough at present. At first our duties are confined to the inside service. The outside service has not as yet been brought within our supervision. Before this latter course is taken we want to be more thoroughly organized in the work which we already have to do.

The Grading.

"In the inside Civil Service the servants are graded in three different grades. Each of these is divided into two subdivisions. The lower grade is composed of messengers, sorters, etc. Then below them are ordinary day laborers, regulated in the same way as in any other business, and under the supervision of the commission. The third division is separated from the two higher, and in salaries overlaps. It is intended to give opportunities to those who desire to rise higher than the ordinary routine work, and who wish to remain in the service. The salaries in subdivision A of the third division range from $500 a year to $800; in subdivision B of division 2 they range from $800 to $1,600. In the second division, subdivision B the salaries run from $1,600 to $2,100. In division 1, subdivision B, from $2,100 to $2,800, and in subdivision A division 1, from $2,800 to $4,000. As far as entrance to these three divisions goes, there are three separate examinations for outsiders. In the lower grade the examination covers reading, writing, and arithmetic. For entrance to the second division, the subjects include as well as the above, geography, history, and stenography. The grade set in this examination is similar to the standard attained half way through the high school course. For the second division, subdivision B, the standard is about equivalent to the second year of university work.

"The question has been asked, can the graduate enter the service without going through an examination. The answer is No. The examinations are not qualifying but competitive. We set a minimum standard; but there are only so many positions to offer in each grade. We send circulars to the different departments asking them how many vacancies they will have within six months. On receipt of their reply we advertise so many positions to be filled in the different divisions. Supposing there are only 35 positions, and only 30 obtain the minimum marks, then only that number succeed. But even if forty secure minimum marks and there are only 35 vacancies, then only 35 get through.

"If we accepted university students we should be unable to grade them. We have had to adopt the English system, and no matter whether a man has fifty degrees, whether he is a double honor man, or whether he has twenty medals, we shall have to place him by a competitive examination.

"The ages at which entrance can be obtained into the Civil Service is from 18 to 35. The question has been raised that if a person is 35 after passing the examination, but before taking up his position, is he thrown out? No, not if he is under 35 when undergoing the examination.

Political Patronage.

"In going over the lists at Ottawa we found between 2,000 and 3,000 people who had passed the examination but who had never taken up positions. We found nearly a thousand names of those who held positions but who had never passed the examinations. The question of filling these appointments had been coming to be one of political patronage.

"We have another phase to face. I have given you a general skeleton outline of the method of appointments to different positions, without reference to any of the offices to be filled. Now the departments notify us when they have a vacancy and tell us what are the qualifications necessary. We go down the examination list and find the subject with which the different men we have on hand are conversant. If we find one suitable we assign him to the position. On joining he is on probation for six months. He cannot be removed for two months. After two months, and before six months have expired the deputy minister may report that the person is unsuited for the work. Of course he may be temperamentally unsuited. Then we investigate whether he is suited for any other department. If he is, he is found a berth. If not the department has no further need of his services. If no adverse report comes in after six months the appointment becomes automatic, meaning that he becomes a permanent member of the civil service.

"The question of sex in the department is the teacher's problem all over again. I personally believe that the initial salaries are too low. Five hundred dollars is not sufficient to attract young men 18 years old. We find that in the examinations already held scarcely a man who came from the big cities qualified. All the successes were from the country districts and the maritime provinces. This must mean that the salaries paid in other work in the big cities have gobbled up all the good men. If we have competent men we must pay bigger salaries. That also is the great problem in the teachers' profession.

Women More Numerous.

"In the last examination in the first division 30 out of the 36 successes were women. Young women are more numerous for the money, perhaps because they have not yet conquered all their opportunities. When the departments send round to us they tell us to send them men, if possible. But it is not possible. The reason is that the salary is too low to attract.

"Then there is a psychological reason. In Britain they have no trouble in getting men. But Canada is on the boom, and a definite salary of $800 with defined prospects is not attractive to the young men here. A youth would rather have $600 a year with all the world before him, than $800 rising by annual increments. The survival of the fittest leads us to identify ourselves with the fittest, and that is indispensable to the human race. But if a slump should come in Canada, if monetary conditions were strained, then for this comfortable salary, as safe as the government, there would be plenty of applicants. In a country on the up grade we have to contend with up grade conditions.

"The question has also been asked why is there not more room for women. The answer is that in the higher positions the work cannot be done by women. In subdivision A and B, of Division 1, and in subdivision 4 of Division 2 the position cannot be filled by more than one woman in a thousand. If women held those posts there are very few men that would submit to their authority. Thus women will gradually fill up the lower positions, and then where will be the training school for men?

"There are good positions in the civil service going a-begging because there are not capable men forthcoming to fill them. Our expansion has been very rapid, and as it goes on there will be an ever-increasing number of civil servants required. In a new country the opportunities in the department are not confined to people being superannuated, dying, or resigning. The greater the service grows the greater becomes the responsibilities and opportunities for finding all the outlook that a man can desire. The opportunities are ever increasing for a better grade man. The service is by no means so limited as might appear at first sight. Even now we have to go outside and get good men. An expert, say, is desired for the Geological service, and he is not to be found in the ranks. It is necessary to get him from the outside. One method is for the department to "spot" a man. He is nominated and the reasons for his nomination given. We then ask for further evidences of his capability and if we think fit we impose an examination. Then departments may notify us that they want a man of certain requirements. We then advertise in the Canada Gazette. We go over the list of applicatons with the head of the department which has the vacancy, and the man is put on probation. In advertising, the salary is mentioned also. Those in the service can apply and we may be able to get a man in some one of the other departments. The examination in this case means any adequate test which will supply the best man.

The Need

"I have said little about the teaching end in connection with the Civil Service, but you teachers will be able to draw your own conclusions. You should furnish the Civil Service with fairly adequate people from all parts of the Dominion. If we get men from all parts of the country, it means that we are getting their several experiences, and thus we will have a vitalizing force in the centre of the service. We have to meet criticism. People say, 'what's the use of examining men in history and geography when all they will have to do is typewriting?" and other questions of a similar character. My answer is that if a man knows nothing but what he is at, he really knows nothing. If a man is mechanical he will go to sleep and ossify, and get into that state a great many people believe the service to be in at present, or else he'll go to the devil. If he is educated he will be found developing his resources. In Britain some of the best men in the civil service play an important part in the development of civilization.

"In conclusion," said the speaker, "you've got to supply us with the raw material in educated form. Otherwise we will have to let politicians put their ward heelers into civil service appointments."

President Robinson, on behalf of the association, thanked Professor Shortt for the instructive and very highly technical address. He invited the professor to remain in the city until the convention sessions come to a close.

Toronto's Superintendent

J. L. Hughes, superintendent of city schools in Toronto, was the other speaker of the evening, choosing as his subject "Modern Tendencies in Education." All tendencies, he said, were modern. He could remember the time when there were no free schools, and no women teachers.

Continuing, he said all the evolution of the present time was based on the recognition of the human soul. He believed that not learning, not culture, but individuality, moulded the person. The three great forces were power, skill and character. The modern tendency was to give power a higher place than knowledge. A human being's splendid faith in human power was at its strongest in childhood. The modern tendency of educationists was to kindle youth at the centre of his power. If this were done the other elements could be kindled too. The real basis of education would be the doing of things and not the studying of them. The day was coming when work would no longer be a drudgery.

Everyone, said the speaker, had the power to do something better than anyone else, if they could only find out what it was. Men should be made productive, constructive and achieving. Educationists were trying to make this the basis for a broad system, getting the boy to do the things he loves with the material wisely placed at his disposal.

By and by, hinted the speaker, they were going to have a means of testing youth other than by examinations. Examinations meant what could be pumped out in a few days of what had taken months to pump in. Vital culture was needed. The science of learning should be applied science; the power to use what had been learned and to put it out for the advancement of civilization. Emotion was the battery power of the soul, and culture was wanted but no culture which was acquired at the expense of power.

Dealing with skill, the speaker said that every man should have vocational training. The modern tendency was not only to give educational but vocational development. This should be done in Canada, where so much development work was in hand.

Character in Child

Speaking of character, he alluded to the value of the recognition of the human soul in the child. Children should not be regarded as miniature adults. Unless the development stages were full and free it was impossible to have a perfect adult. The child should be given a joyous consciousness that he has the power of overcoming. The new ideal was the consciousness of power; self-control was not a positive but a negative quality. There was no vitality in the knowledge of the responsibility for the wrong things done. A soul was never lifted an inch towards heaven by pointing out its weaknesses. One ounce of appreciation was worth a thousand tons of criticism. In the old days the training of the child dealt with the negative and not the positive side of character; but power was greater than learning, and the tendencies nowadays was to deal with the positive elements of human power.

In the course of his address, the speaker told a number of anecdotes illustrating his points.

The session then adjourned.

ELEMENTARY EDUCATION

Principal of Machray School Deals With Formative Period Studies

Inaugurating the interesting session of the Elementary Educational Department which opened as the "Evening Post" went to press yesterday, Principal Wallis, of Machray School, Winnipeg, referred briefly but very effectively to the extra importance of foundational education when the mind of the pupil is in the formative and receptive period. He hoped for a full and free discussion of all papers and suggestions submitted, and himself inaugurated the real business of the department conference with a paper upon "English composition in Elementary schools." There was no subject in a more unsatisfactory condition in Canada, he said, than the teaching of English composition. The question was, was the system of teaching satisfactory, or did it need revision? If he were to summarise the various aims of the teaching of composition he would say that it was first to give an outlet to the child's expression; second to develop the thought, the mental initiative, and the personality; and third to enable the child to express its thoughts in a clear, concise, and effective manner. Since the attainment of these aims had been incomplete the methods of teaching must be wrong. The pupil of today wrote his compositions through compulsion. In his opinion the development of the written language should be the same as the development of the spoken. The sentence was the unit of composition, and the child should be taught to properly manipulate this before going on to the study of paragraphs. A method which had been employed was the model method, where the sentences and paragraphs of standard writers were placed before the child, and it was instructed to copy them. This had failed in many instances because the model had proven to be beyond the comprehension of the pupil.

The question which he had to discuss was how the system could be bettered. He considered that teachers should bring composition down from a subject of ideals and make it practical, teaching it under the same conditions as either arithmetic or geography were taught. Teachers should remember that pupils were not budding novelists, but were in nearly all instances learning composition because it would prove of practical value in business employment.

Suggested Plan.

The method which he advocated was that the teacher must have a knowledge of what was required, namely, that the unit of both written and spoken thought was the sentence. Every effort should be made to increase the child's vocabulary. In Grade 1, the aim should be to improve the language of the child, and to give him more language. From the beginning care should be taken that correctness prevailed in every particular. In Grade 2, the use of memory gems should be employed, and the child's vocabulary still further increased. Grade 3, should see the children passing from the shorter to the longer sentences, and still the idea of correctness in everything should be followed. In Grade 4, continued attention should be paid to the manipulation of words, and the composition of short sentences into long ones. Correctness of thought was of paramount importance. When they reached Grade 5, the pupils would, if they followed the lines indicated above, have a thorough grasp of the mechanics of composition, and something in the nature of a composition along oratorical lines should be attempted. Grade 6, should see the teaching of the mechanical part of the education in composition finished. Grades 7 and 8, still left much to be done, and extensive reading of good authors should be indulged in so as to encourage wider expression. At the end of Grade 8, the pupils would have a knowledge and ability which would leave no new difficulties open in the further education either at the high schools or universities of the land.

Answering questions in the discussion which followed, Mr. Wallis said that there would be no trouble in teaching the pupils the plan, as from his experience this seemed to become intuitively known to them. In the junior grade the teaching took the form of the telling of stories. The amount of knowledge which was gleaned from these, no matter how simple they were, was remarkable. In developing the critical faculty he had found the getting of pupils to read one another's work had resulted in excellent results. He made the pupils watch for sentences which they thought they could better, and then to give illustrations. This method led to the development of a critical faculty. The methods employed in the teaching of composition in Canada were what were termed the "waste paper methods." Under the plan which he outlined there was not nearly so much correcting of compositions necessary.

Study of Grammar Unnecessary.

In reply to a question as to whether under his plan the pupils were asked to analyze sentences, Mr. Wallis stated that in his opinion the study of grammar was not necessary in conjunction with the study of composition. As far as he knew there were no definite laws of punctuation. He had noticed that different printing houses had different methods.

Dr. Greenwood, superintendent of city schools at Kansas City, said that the system of teaching composition in the United States was very much in the air at present. They had tried story-telling methods, and in this connection he pointed out, much to the amusement of the audience, that there were some of the biggest liars in his country. Time had been fooled away doing little things in a little way. According to him the essentials of good composition were: not too many words and not too few; to use the right word or words, in a sentence; to put each word in the sentence where it stood for most. Along these lines he said that the educational authorities in Kansas City were getting some good results. He further believed that some few rules in punctuation and capitalization were necessary. In conclusion, he said that if one wanted to find anything in a chaotic condition, it was the teaching of composition in the United States.

This brought the discussion on Mr. Wallis' paper to a conclusion.

Woman's Influence

The next paper was on "The Place and Influence of the Woman Teacher in Elementary Education," read by Miss Ethel Hurlbatt, warden of the Royal Victoria College, Montreal. She dwelt on all that education meant to a nation, pointing out that what was done or left undone in this respect meant the making or marring of a nation. In her opinion the teachers should have most to do with the children when they first entered the schools. For educational purposes men and women should work together. The standard of remuneration should be such as to attract men teachers, and in this respect she referred to the announcement made at the opening session by Hon. Dr. H. E. Young, when he said that legislation would be introduced whereby satisfactory increases would be granted to the teachers of British Columbia. A well known Nova Scotia school teacher had said that the best school teachers ought to be the mothers, because the earliest years of a child's life were the most important. If a fine manhood and womanhood was to be attained the work of development must begin in early childhood.

An important subject was school hygiene, and in this connection it was interesting to note that a national committee had just been formed in Canada to keep this matter prominent. An effort was being directed towards obtaining a medical inspection of schools. School life exposed children to conditions calculated to affect their future physical life. She dwelt upon the importance of physical education in schools. She did not consider that the formation of cadet corps would foster the military spirit. It was understood that the Strathcona Trust intended introducing the system of physical drill now in vogue in England. In this connection it was interesting to note that in the elementary schools the physical drill would be taught largely by women. These women trainers should, in her opinion, be instructed by women specialists. The lessons learned in England, and admitted by the Board of Education there, should not be lost in Canada. Women teachers would help to promote the education of the children by promoting physical culture. The future of the country was in the hands of the children in the schools today.

In conclusion she said that the Dominion Educational convention was expressive of all that was good in Canada, and that the greatest work in connection with elementary education could be done by women.

The Discussion

The paper was generally voted to be one which admitted of no discussion, and high laudations were passed by a number of speakers.

The Rev. T. W. Gladstone said that every educationist should be on the guard against the military education of children, which in his opinion would be forced upon the children of Canada just as it was now being forced upon the children of England.

Dr. Greenwood, of Kansas City, said that it was one of the best papers he had ever heard on the continent.

The final speaker at the afternoon departmental session was John Kyle, supervisor of drawing at Vancouver. He chose as his subject "The Adaptation of Nature to Design in the Elementary School." Children, he said, saw the shape of things by the mass of color and not by the boundary lines. The adaptation of nature was a desire to correlate the nature lesson to the drawing lesson. Children desired to draw what they knew, rather than what they saw. They preferred to draw with the brush and paint, and loved to decorate. He drew attention to Emerson's thought that "design is nature passed through the alembic of man." He showed that symmetry was the easiest way of producing effect. Another thing of importance was the radiation of lines. Designs must not be over-elaborate. Children's ideas should be followed and then they would made rapid progress.

During the course of his lecture Mr. Kyle gave numerous indications in chalk on blackboards of what he desired to convey.

A short discussion followed, after which the session came to an end.

HIGHER EDUCATION

Professor Lang, of Victoria College, Discusses Specialization in Studies

The subject of specialization in the higher institutions of learning was the theme of strong debate at the afternoon meeting of the department of Higher Education, Professor A. E. Land, of Victoria College, Toronto, presiding, reading a carefully prepared address in which he described the varying methods of education in colleges. He showed that special courses called for a great expenditure of money. He considered that it was not in the interest of a liberal education to allow lads to choose a course before they had acquired a wide general knowledge and had their minds disciplined by sound training. In the great colleges of the United State there was already felt a necessity for changing the system. There were highly educated men in that country but this was owing to the fact that in a great number of small colleges throughout the country the old plan of giving a sound education in which language, mathematics and philosophy were thoroughly taught, was still followed. In the Canadian west we were about to establish universities and it was most important that thought should be taken as to what plan should be followed.

Professor Milner

Professor W. S. Milner, of University College, Toronto, followed with a very profound and exhaustive paper on "What Is Specialization?" This speaker described the plan of education adopted in Toronto university and compared it with that of Oxford. He believed that Oxford men of the highest class had a breadth and power not possessed by men educated in more modern schools. Higher education was, however, a consequence of the awakening of the mind, and although a university training helped a man to attain it, this was not indispensable. In this connection Professor Milner's selection of books was alluded to as was also Mr. Gladstone's much smaller number.

The need there was in Western Canada to follow the best system in the new universities about to be established was dwelt upon by this speaker also. The American universities were severely criticized.

The address was listened to with the greatest attention.

Dr. H. S. Pritchess, president of the Carnegie Foundation, being called upon, agreed thoroughly with the speaker in his criticism of the great American schools. The system of allowing young lads to choose their special courses was fatal to sound learning. There was neither the thoroughness of the German gymnasia nor the sound intellectual training of those of England. Dr. Pretchett believed that a reformation had begun, however. He considered that the standard of matriculation would be raised. The boys would then enter college where a sound training in the languages, mathematics and related subjects would be given them. Then they would enter the university where special courses would be followed by those who were thoroughly prepared to take advantage of them.

Professor Shortt followed in a humorous speech. He did not believe that a system of education could be laid down as that would imply a want of life. He spoke of the business man who had no other aim in life and of the specialist as those who were useful in the community but who had failed to receive a higher education. As a practical man he believed that the greatest need of reform was in the high schools where boys and girls learned to use the tools which helped them to acquire a higher education.

Norman W. De Witt, of Toronto, and Mr. Strumburg, of New Westminster, also took part in the discussion.

DR. WILSON'S NAME STRICKEN FROM ROLLS

(Continued from Page 1.)

The council took drastic action upon the complaint against one of the members of the association, striking his name off of the rolls. This physician is Dr. William H. Wilson, of Nelson, accused of wilpractice.

The complaint against him had already been made the subject of a thorough investigation and after again fully reviewing the case, the council had no hesitation in arriving at the decision that the physician in question should no longer be entitled to practice in this Province.

The charge arose from a case well-known in the district of Nelson. Dr. Wilson had while in a state which rendered him unfit to attend any patient, attended a case of confinement in which the patient died. Dr. Wilson has been practicing in this province for ten years.

Upon the proposed reciprocity in registration between the four provinces the views of the visiting physicians were ably advanced and attentively heard. After referring to the beneficial advantages of the proposed inter-provincial association as they viewed them they suggested the appointment of a joint board of examiners to insure the equality of standards and for the safeguarding of the four provinces against the possibility of the "open door" to physicians of other provinces and the states who, though fully qualified in their own districts, might be far from acceptable by any one of the four provinces.

The question as to whether the proposal should be retroactive or apply only to future physicians was discussed and will be considered with the other reasons advanced in favor of an inter-provincial association. The joint board of examiners it was suggested would consist of two prominent physicians from each province.

Dr. Patterson and Dr. Milroy, of Winnipeg; Dr. Brett, of Banff and Dr. Kennedy, of McLeod, Alberta, are the visiting physicians. They will visit Victoria tomorrow and later proceed to Seattle.

SUNDAY CLOSING LAW MAY BE QUASHED

(Continued From Page 1)

Briefly, this is the case of the vendors of confectionery, tobacco et al, who are to be closed, according to the provisions of the bylaw, on which they will lean in their impending legal battle. They are confident of success and are far from contemplating the immediate cessation of business on the Sabbath day.

Is Ice Cream Food?

There is yet another point which has been raised in the course of the marshalling of forces for the controversy. It is embraced in the question: "Is ice cream a beverage or a food?" If the former it comes within the scope of the bylaw as it stands but, should it be classified as the latter, the sale of that refreshing article on Sunday is not prohibited even if the measure is sustained by the courts.

It is interesting to note that the Royal Dairy and other stores of a similar character will be able to continue in trade from one week's end to the other without any anxiety as to the outcome of the endeavor to quash the bylaw. They can operate under a milk vendor's licence, which is not affected by the City Council's lately enunciated policy.

CANADIANS WANT KERR TO MEET WALKER AGAIN

The hustling town of Hamilton was draped in mourning on July 3 when it was announced there that Bobby Kerr met defeat in both the 100 and 220 yards.

It is well known that Hamilton is Bobby Kerr's home and more interest is taken there in the crack little sprinter than in any other athlete ever produced in Ontario.

When it was announced that Walker and Cartwell won both the 100 and 220, respectively, the people of Hamilton said something must be wrong, that Bobby was out of condition or the climate didn't agree with him.

The eastern supporters are not satisfied yet, even though Kerr won from Cartwell at Birmingham a few days ago, defeating the Pennsylvania man in both the hundred and the furlong.

Reggie Walker is the man that Hamilton fans want to see Kerr run and in this regard the Hamilton Spectator says:

"That his friends are still with him was demonstrated this morning, when several of them took advantage of the mail which leaves for the old country at noon and wrote to Kerr, requesting him to remain in England for a month or so, and if possible meet his two conquerors again, while at the same time it was intimated to him that his friends in Hamilton are standing ready to send him to the great Seattle exposition in September, where Walker is expected to run, in order to give him another chance at the famous South African."

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