

SCHOOL LIFE SHOULD BE MADE PLEASANT AND ATTRACTIVE

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grades at least, under teachers of some experience and mature judgment, free from the impatience which so often goes with youth and sometimes inspires a dislike to assist mother in the care of the younger brothers and sisters or a flat refusal to "Wheel the baby out?" I think the primary grades, and in fact all the lower grades, should be taught by lady teachers, because of the more sympathetic nature and more refining influence that is inherent in the female nature. God wisely designed that the care of infant children should devolve upon the mothers, and it is fortunate for the world that such is the case, because many a splendid man has been able to thank his God that he was brought up free from his father's influence.

If the first year of school life could be made to create in the child a real liking for school, implicit faith and confidence in the teacher and a feeling that it would be missing something if absent from school even if nothing at all were accomplished, or undertaken in the first grade work, it might operate as a powerful influence in keeping up the attendance after the advanced grades have been reached, and perhaps, to some extent, obviate the trouble which now seems to be so common in that respect, and that is one reason why kindergarten methods are so highly favored by many educational authorities. The wise architect and successful builder will always make sure that he has a sound foundation before proceeding with the superstructural work and it is truer to say a child must be physically and mentally in a receptive condition before there can be successful development.

There are cases and conditions in which children live under constant dread of being scolded, reprimanded and even of being punished physically, for some slight omission, thoughtless neglect, or failure which may be really no fault of their own. They are fed up on it as a steady diet to such an extent that they gradually grow to feel that there can not be any good in them and that their lives are not worth the effort it requires to live. That kind of treatment can only result in one of two ways: If it creates in the child a feeling of constant fear, that fear will beget cowardice and cowardice will rob his victim of all usefulness in the world at whatever age that characteristic may be developed. If the child has sufficient powers of resistance and does not succumb to fear, it will become resentful and defiant and to a greater or lesser extent develop the traits of a demon, which will also destroy its usefulness for all good in the activities of life.

The public school is a public nuisance; the private school or chronic fault finder in the home or school, is a menace to society, and the state as public guardian of our children should be enabled, in some way, to combat that detrimental influence wherever it is found. The school should be completely eliminated from school life. Perfect discipline should be maintained without it. Every properly constituted child should be capable of being reasoned with in a proper and kindly manner, and of being shown the advantages and necessities of correcting his faults and errors in the same manner that two well bred and cultured adults would adjust a difference without employing words or expressions or exhibiting mannerisms that would leave sore spots on the mind or in the heart of either party after the discussion had been concluded. We are not unmindful of the fact, nevertheless, that human minds and human dispositions are just as widely different as human faces, and since no two are precisely alike, a uniform line of treatment cannot be laid down for enforcing discipline either in the home or in the school; but I do not believe any child can be kept in proper subjection and its mind developed in the right way by having it live in dread of cross words or unkind treatment. This is one respect in which, as much as in any other, there is great need of cooperation between parents and teachers.

The scattered conditions of the home lives of school children removes the possibility of state supervision over these conditions in all the homes, for which reason it seems imperative that greater attention should be given to it in the school. Many indiscretions in the home might be corrected in the school, and thus create in the minds of many children a love for school and school associations greater than their love for home. As children advance in years, in their studies and in worldly experience, they may not need the same tender treatment as in the earlier grades, but their school life should continue to be made attractive and they should be encouraged in giving much attention to physical development which should also be turned to good account in making school life attractive.

ADD SCHOOL LIFE—SATURDAY

There will be an increasing need for stricter discipline among the larger children which is certainly a troublesome problem for the teachers who must maintain their authority as an officer commanding the whole unit, and do so in a way that will not sting the sensitive natures of the pupils nor tend to drive them out of school before their full course has been completed. That all implies an investigation of the part of the teachers to exercise their authority and enforce proper discipline with a careful regard to the psychological effects upon the individual pupils—to maintain an equilibrium between the temperament of the teacher and the passions and emotions of the child—which would be a wonderful accomplishment to expect from a teacher, for the usual compensation paid to teachers in this province.

If school life is to be made attractive to the children, of all ages, our efforts must not cease after we have made as nearly perfect as possible the physical environment, and the ethical content for those who attend our schools, but the actual school work, the studies that are taken up and pursued, must be made attractive and should be shown as much of the distasteful as can be made consistent with what will be in the child's best interests and practical preparation for his future life.

It is not my intention in this paper to discuss nor criticize the present school curriculum, but it must be very apparent, it must stand to reason, that school life cannot be made either pleasant or profitable by the enforced

study of subjects that are distasteful to the child or even extremely uninteresting; and may there not be some question as to the benefits that will result from the best directed efforts to force a child to acquire knowledge upon a subject which it does not want to learn?

Any work, the doing of which gives no enjoyment or awakens no interest is pretty sure to be done imperfectly. If a pupil fails to keep up with its class on a subject which it dislikes, some special method will be employed to keep it up in the work, some special remedy will be adopted, some special treatment will be resorted to. That special method, remedy, or treatment very often takes the form of a penalty or an imposition and tends to humiliate the child, to some extent in the eyes of its fellow pupils, and very often greatly in its own mind and thoughts. To a sensitive child the physical and metaphysical effects of any form of humiliation are decidedly bad and does it seem unreasonable to ask that our children be protected, in every reasonable way, from all nerve wrecking influence during the school lives? A mind replete with knowledge, a boy or girl with the most complete education, but without a good healthy body, a strong nerve and ample courage, is after all a very doubtful asset to the community.

When men or women in any profession, occupation or calling find their work a source of worry, that it is nerve wrecking and irritating, such feelings are an unmistakable danger signal and call for an immediate halt if we are to act upon the slogan of "safety first." And so, with the child in school who gets to a point where he worries over his school work and begins to suffer from the nervous strain, there is certainly a great necessity to slow down, at least, if not to a complete halt or full stop, and to force such a child on with studies that are distasteful, irritating and annoying would be a palpable wrong. That child will not get the benefits from school life that we expect and that we want and will long for the time to come when it can get clear of school and will avail itself of the earliest opportunity to do so. If by dropping the studies that are causing the worry and unhappiness, the child could go on with his grade, I wonder if it should not be made possible for it to do so, and there may be many cases where such a remedy could be applied so effectively that there would be a smaller decline in school attendance in the more advanced grades.

In thus attempting to discuss "How Can We Make Life More Pleasant and Attractive for the Children," I am not unmindful of the many difficulties that stand in the way of both teacher and parent, in making effective even the few crude suggestions I have, in this paper, made. The great divergence of temperament among the pupils in a public school, the differences in home training and home influences and the difference in mental calibre to be found among so large a gathering of children, would make impossible the establishment of a uniform, fixed and invariable rule for their government and control; and I certainly do not intend, even one word, that I have used, to be a reflection upon the teaching profession, for whom I have great admiration and the greatest amount of sympathy.

My discussion has been intended to state entirely in the abstract, for I know nothing of the conditions existing in this community in regard to school work, as I have not yet seen the inside of any of your school buildings. If the conditions that prevail here are perfect there may be school communities where there is not such perfection, and if any suggestion that I have thrown out, may, by any improvement in conditions and opportunities for the school children in this

THROUGH SLEEPER FROM ST. JOHN TO QUEBEC.

Will Leave Tri-Weekly via Valley Road and Transcontinental.

Canadian National Railways will Commence Operation of Valley Section on October 1st.

Commencing Wednesday, October 1st the Canadian National Railways will begin the operation of the St. John and Quebec Railway (Valley Railway) out of St. John.

On Tuesdays, Thursdays and Saturdays a passenger train, No. 47 will leave St. John at 1.55 p.m., running over C. P. R. tracks to Westfield Beach, and from thence over the Valley line to Gagetown, Fredericton, Woodstock and Centerville.

On Monday, Wednesday and Friday the service will be by mixed train No. 241, which will leave St. John at 6.00 a.m. Particulars of this service will be included in next issue of Canadian National time table, and in the mean time information can be obtained at the city ticket office.

On Tuesdays, Thursdays and Saturdays a buffet sleeper and parlor car will be attached to No. 47 and will run through to Quebec via Fredericton, McEwen Junction and Edmundston. This car, on arrival at Fredericton, will be attached to No. 23 passenger train leaving Fredericton at 6.25 p.m. and at McEwen Junction, will be picked up by No. 501 express on the Transcontinental leaving McEwen at 8.10 p.m. This train reaches Edmundston at 1.35 a.m. and arrives at Quebec (via the Bridge) at 11.00 a.m.

Besides accommodating passengers from St. John, this service will be of benefit to travellers from Fredericton and points along the Transcontinental. The need of a sleeper between Edmundston and Quebec has been felt for some time as travel is quite heavy in this section.

EAT LESS MEAT IF BACK HURTS

Take a glass of Salts to Flush Kidneys if bladder bothers you.

Eating meat regularly eventually produces kidney trouble in some form or other, says a well-known authority, because the uric acid in meat excites the kidneys, they become overworked; get sluggish; clog up and cause all sorts of distress, particularly backache and misery in the kidney region; rheumatic twinges, severe headaches, acid stomach, constipation, torpid liver, sleeplessness, bladder and urinary irritation.

The moment your back hurts or kidneys aren't acting right, or if bladder bothers you, get about four ounces of Jad Salts from any good pharmacy; take a tablespoonful in a glass of water before breakfast for a few days and your kidneys will then act fine. This famous salt is made from the acid of grapes and lemon juice, combined with bicarbonate and has been used for generations to flush clogged kidneys and stimulate them to normal activity; also to neutralize the acids in the urine so it is no longer irritating, thus ending bladder disorders.

Jad Salts cannot injure anyone; makes a delightful effervescent lithia-water drink which millions of men and women take now and then to keep the kidneys and urinary organs clean, thus avoiding serious kidney disease.

If you are troubled with back pain or kidney trouble, get a glass of Jad Salts from any good pharmacy; take a tablespoonful in a glass of water before breakfast for a few days and your kidneys will then act fine. This famous salt is made from the acid of grapes and lemon juice, combined with bicarbonate and has been used for generations to flush clogged kidneys and stimulate them to normal activity; also to neutralize the acids in the urine so it is no longer irritating, thus ending bladder disorders.

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To Travelling Salesmen

WHEN showing goods, the traveller's cuffs as well as his goods are brought right before the prospective customer's eyes. A soiled cuff doesn't create a favorable impression. And it draws the attention away from the article to the soiled cuff.

The alert, particular traveller, therefore, has to take a big bunch of shirts on his trips and hang often—unless he carries W. G. & R. Shirts with Double Wear Cuffs with him when he needs just half the usual quantity.

Everyone knows that the cuffs—the most exposed portion of a shirt—get soiled first. And it doesn't take long for a dirty train or dusty road to soil them.

But when one side of his Double Wear Cuffs gets soiled the traveller just turns the cuffs, which fold easily and lie perfectly flat either way they're turned. He thus wears his shirt twice as long.

If he is away for a period of two weeks to a month or longer every inch in his grip or personal trunk is valuable. W. G. & R. Shirts with Double Wear Cuffs save space for him, cut laundry bills for shirts in half, and wear longer.

Ask your dealer to show you

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There is no speculation about our Tailored-to-Measure Garments—in looks, fit, feel, service and satisfaction you get more for your clothes money at any one of our **25 Quality Tailor Shops** than you can get elsewhere at double our Standardized prices.

Our known Standardized Prices are for trustworthy, Tailored-to-Measure Garments of Character and Distinction—Clothes that will please and satisfy you perfectly.

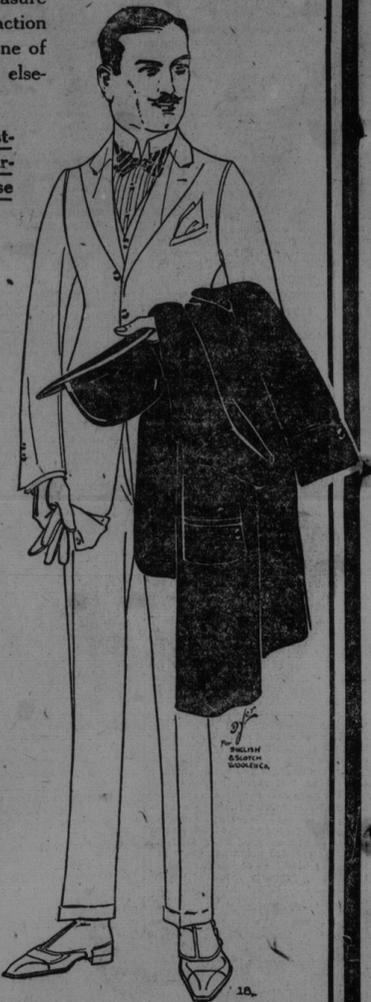
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GAGETOWN NOTES.

Mrs. Hannah Cooper has returned from a visit with friends at Fredericton.

Mr. and Mrs. Frank Estabrooks are

rejoicing over the arrival of a young son at their home.

Miss Helen Slipp has returned to her home after spending a few days with Mrs. Bradford Currier.

Miss George Gunter spent a few

days in St. John, where she attended the marriage of her sister, Miss Olive Gunter, James, to John Clowes, a very big, prosperous young farmer of this place.

Messrs. J. Chase and S. Tomkins operations today with the through

spent a few days last week with Mr. trains from St. John to Centerville.