ARMY OF NEW BRUNSWICK SCHOOL TEACHERS CAPTURED THE LOYALIST CITY YESTERDAY

Educational Institute, With More Than 500 Members Already in Attendance, Opens What Promises to be One of Its Most Successful Conventions—Morning and Afternoon Sessions in High School With Public Meeting in Opera House Last Evening—Noted Educationalists Discuss Important Questions—List of Teachers in Attendance.

The twenty-sixth biennial meeting of the New Brunswick Teachers' Institute opened yesterday morning in the High School building here. The teachers were present in force from all over the province, 565 having registered yesterday. It is expected that more will register today, which will in all probability increase the number to over 600. In the morning executive business was carried out and Dr. Carter read his annual address. At the afternoon session addresses were delivered by Miss Eleanor Robinson, Hon. Payson Smith and Dr. F. H. Sexton. In the evening a public meeting was held in the Opera House, addressed by Hon. Payson Smith. The different papers were all of a very high order and were highly appreciated by the teachers present. These meetings are all open to the public and those in charge will be glad to welcome any person desiring to attend. Several good things are promised for today and it would be well worth while for those interested in educational work to spend a part of the day in attendance at the sessions of the institute.

The Morning Session.

Yesterday morning's session opened with an executive meeting of the members of the institute, when George A. Inch was elected secretary and a nominating committee, consisting of Inspectors O'Blenis, of Moncton; Page, of Fredericton; Hetherington, of Florenceville; Lynch, of Chatham, and Oulton, of Moncton, was appointed.

The institute proper convened at 10 o'clock with Dr. W. S. Carter in the chair, and on the platform with him were Chancellor Jones of the U. N. B., Dr. H. V. Bridges of the Normal School, Dr. H. S. Bridges, superintendent of schools in St. John, and Inspectors McLean, O'Brien and Dixon.

Dr. Carter in his opening address briefly reviewed educational progress since the last institute meeting. He referred particularly to the Maritime Provinces convention held in Halifax at which New Brunswick was well represented. Many subjects of interest and importance were dealt with at that convention to all of which Dr. Carter referred.

Dealing with federal aid to education he said: "A matter of the utmost importance to the Maritime Provinces is our just claim to increased federal aid to education. Quebec, Ontario and the Western Provinces had their areas greatly enlarged, and in some cases doubled, from lands which belonged to us as well as to them, in addition to this, millions of dollars worth of school lands have been given to the Western Provinces from our common heritage. We in the Maritime Provinces have no hinterlands, and should therefore be accompanied by additional grants. The matter has been pressed upon the attention of the Dominion government by our own government, as well as that of Nova Scotia, and I think we should continue to press our claims in this regard.

"By means of these extra resources, the Western Provinces have been able to offer such inducements to our teachers as to seriously cripple us in our supply.

"I may say, in passing, that the school lands in Alberta, are estimated to be worth $88,000,000, and those in Saskatchewan $115,000,000."

After discussing the duty of the institute in reference to the feeble minded, Dr. Carter passed on to the consideration of matters of more immediate interest to the teachers of New Brunswick. The supply of teachers in this province had not exceeded the demand but had more than once fallen short of it. It was the aim of the New Brunswick Board of Education to secure the best possible teachers and with this end in view there was a disposition to discourage the granting of local licenses, third class teachers were debarred from teaching in school districts where the tax valuation for school purposes exceeded $15,000 and where it was at all possible to secure a teacher of a higher grade. In most cases there had been gratifying increase in salaries but there was still much to be desired in this particular. This was especially the difficulty in country districts where the salaries were not at all what they should be.

Dealing with teachers' pensions he said there were in the province 33 living pensioners and the amount paid to that account in the last fiscal year was $7,497.64. The New Brunswick pension system was one of the best if not absolutely the best in Canada. He also referred to school property in the province and to some of the splendid school buildings in St. John, Woodstock, Campbellton, Chatham, Moncton, St. Andrews, Sussex, Hampton, Kingston, Rothesay, Perth and others. The new annex to the Normal School in Fredericton had made that building the finest in the province devoted wholly to education and which was the only one to provide facilities for physical education and training. A new school to be built in St. John would also be equipped in this way.

As to increased financial support for schools he said: "We need more money for our schools. There are many weak districts which need more assistance from the stronger ones. A tax rate of $3.00 per $100.00 in one district in the same parish as against .15 cents per $100.00 in another is an inequality that should not exist—what shall we do about it. In my opinion we should begin by making the parish the unit for assessment instead of the district.

"By taxing all property, wherever situate, for school purposes, and by doubling the county fund tax in this way the strong may help the weak."

Concerning school courses he said: The Education Department is loyally co-ordinating shidlung tend un Cally co-operating with the Agriculture Department in a system of elementary agricultural education and Nature Study work. This plan has been adopted by nearly all civilized countries and is designed to make our pupils acquainted with their environment and the production and resources of their province. It is also intended to foster a belief in the capabilities of our own country, and to induce them to remain at home to assist in its development, instead of investing their abilities and money away from home.

The Nature Study course has provoked some adverse criticism, it may deserve some. I can only say that it is on trial. It is not claimed that it is perfect. With your sympathetic co-operation, it will be amended as the need for the same may be demonstrated.

"We may expect development in the direction of vocational education in the near future.

"It is under consideration to substitute lectures in first aid by a competent physician instead of the physiology now given at the Normal School, also to give a course of Elementary Household Science to Normal School students.

"We have had brought to our notice the merits of the Montessori and Gary plans of education. Without discussing their merits, I can say we cannot afford to experiment. Both are costly and on trial. We shall in this, as in some other matters, await the experience and investigation of others.

"Perhaps some of the misconception regarding courses of instruction arises from an occasional change of text-books. When a text-book is changed it is assumed by some that a new subject has been added to the course. We have not been frequent offenders in this respect. Possibly some of you will say, we have not changed some texts that you may regard as obsolete or not well adapted for our purposes, I may be frank with you and say that I would gladly see some of them changed. When I see what may be had and compare them with some of those we are using, it is somewhat discouraging. I hope to see the day come when we shall have free text-books. Then we shall be able to use the most modern tools of our trade, and be able to change them before they become outworn."

He referred interestingly to the value of physical training and said that between 3,000 and 4,000 teachers had taken physical courses and were competent to instruct in it.

"The organization of Cadet Corps in our Normal, High and City schools had made considerable progress, and the records of some of them have been most creditable to all concerned.

"Many of our male teachers have taken the Cadet Instruction Courses given during the vacation.

"Probably many excellent people will not agree with me when I express the opinion that from the ages of 12 to 20, when their earning and productive capacity is least, all our boys should be given military training after the Austrian or Swiss plans.

"I feel confident if the whole British Empire had adopted such a scheme twenty-five years ago, the present war would not have been begun."

Dr. Carter was heartily applauded at the conclusion of his valuable address.

Afternoon Session.

At the afternoon session the first speaker was Miss Eleanor Robinson, editor of the Educational Review.

She said that the usefulness of school libraries and the using of public libraries in connection with school work was being better understood today than ever and more use was being made of them. The subject which had been given to her was "School Libraries—their Use and Abuse." She intended, however, to confine herself to the positive side of the subject, as about the only abuse of a school library which she could conceive was not to use it. There was a strong tendency in some quarters to depreciate the use of books for teaching but they had their place. Books should be used for delight, ornament and ability. She would consider first their use for ability. Children should be taught in school days how to use books to get the most out of them the same as they were taught to use tools. Every trade and profession today had its own books and those engaged in that trade or profession should know how to use them to the best advantage.

The school library should be divided into reference books, science, travel and fiction. Every child should be taught the proper way to make use of a dictionary, they should be taught the difference between a dictionary and an encyclopedia and the use to which to put each in their work. She had heard it said, and believed it to be true, that a trained person could get more information out of a dictionary than an untrained one from a thousand books. The children should be taught how to buy books, to know the author, publisher and date of issue of the book they might read. They should be taught to use books for delight or pleasure, and it was not as easy to teach them to use books for delight as it was to teach them to use them for tools.

Two elements were necessary in teaching children to love books, the first was that the teacher must love reading, and the second that the child be taken when young. It was no use to give a child a list and say there are the books you should read. The teacher must begin with the books the child liked and gradually lead up to the best books of that particular kind of literature.

She believed that if the children were allowed to read in school hours as a reward for work well done it would develop a liking for the better classes of literature among them. She also advocated the use of pictures in connection with the school library, especially in connection with the study of history, and also contended that the government reports should be given a larger place in school libraries.

Hon. Payson Smith.

The chairman called on Hon. Payson Smith to say a few words to the teachers. He said he was very glad to have the opportunity to bring to the New Brunswick Teachers' Institute the greetings of the 7,000 Maine school teachers and thought it was a good thing to meet and take stock of what was going on in the educational world. He told several very interesting stories illustrating the relations which existed between the teacher and scholar and inferred that there might be room for improvement on both sides. One very necessary requisite for a successful teacher was a sound and healthy body, another was well balanced judgment, and a third was good personal habits. He told one story which illustrates nicely the fact that the same teaching methods are not suited to every scholar. An English teacher gave her class "Kipling's Recessional" and after studying it for some time made the class to write the poem from memory and punctuate it just as Kipling wrote it. One scholar was seen biting the end of his pencil but not doing any work, finally just before the time they have finished the first eight grades of the public school. They usually take the best opportunities offered them and find that they are not well-fitted for their occupations and often shift from one to another in search of something that will better suit their tastes and capacities. Much valuable time is lost in this manner. Modern industry is driven at such high speed that the journeyman and foreman do not have any time to teach the beginner. Occupations are also so highly specialized that the youth learns how to do one special process and finds that his progress and promotion is stopped because he has not the necessary knowledge and skill to do anything else. Modern industry is also highly scientific and the skilled worker must possess a good deal of technical knowledge in order to rise in his vocation. The ambitious youth finds no means of gaining the necessary information in the industry and often has recourse to one of the various correspondence study schools in this way much needless time, effort, and money are spent. Thousands of dollars go out of this province every year to correspondence schools—probably more than enough to provide the same instruction by the province to many times the number of students.

For the reasons adduced I believe the province of New Brunswick should follow the lead of Great Britain, the United States, some of the other provinces, and most foreign civilized nations in establishing a system of Evening Continuation Schools. These schools are just what the name implies—schools giving classes in the evening for students who have gone to work whereby they can continue their education. If the classes are confined to general subjects such as English, mathematics, etc., they would be called general evening continuation schools; if they dealt with technical subjects such as applied chemistry, steam engineering, mechanical drawing, etc., they would be called evening technical continuation schools.

Perhaps the best way in which the need of such schools in New Brunswick may be emphasized is by telling you how the people in the sister province of Nova Scotia have derived so much benefit from them. These new courses were very necessary and our boys and girls have derived an immense amount of benefit from them. School gardens have been very successfully introduced in this province within recent years. At first both parents and children thought that such an innovation was perfectly worthless in the country, but it is becoming generally recognized that such instruction as will give the rising generation of farmers an appreciation of the experimental method and a disposition to keep the mind open to new ideas is invaluable.

The present time is one of great agitation in education. Most of our most cherished ideas on this subject are being pitilessly pilloried. The existence of subjects in the curriculum which we have hardly questioned are being subjected to the minutest examination and are being modified or replaced by others. In one city in the United States where German was taught in the elementary grades of the school it was decided because the reason for existence was found to be simply to reduce children of German immigrants into the public schools. It was decided in Chicago a few years ago to drop the study of Algebra from the eighth grade and to substitute a course in civics. It was deemed more necessary for the future citizens of this city to have a clearer idea of the privileges and duties of citizenship than to possess the mental training afforded by Algebra. High schools and academies have supplemented their equipment and curriculum until many of them have parallel provisions for a general course, a course for university matriculation, a commercial course, and technical courses which prepare boys for a propitious entrance to some of the most skilled trades. All of these tendencies point in one direction, that is, the preparation of the student for special adult activities.

Education has always been defined as the training in preparation for life. Since the earning of a competent livelihood is an important part of life and since at the present time the chance of learning a trade thoroughly through an apprenticeship had become almost extinct the school system must broaden its scope and give the training necessary to enable the youth of this country to become efficient in the many occupations by which he may maintain himself and a family in respectability and comfort.

School training must not be dissociated from the real facts of life. Education has not discharged its duty to a man if it has given him the ability to read Latin and Greek, and has not fitted him to earn a respectable living. We must face the hard, cold facts of life. With all the provisions that have been made for higher training in the academies and universities, over four-fifths of our boys leave school to go to work, at or before the time they have finished the first eight grades of the public school. They usually take the best opportunities offered them and find that they are not well-fitted for their occupations and often shift from one to another in search of something that will better suit their tastes and capacities. Much valuable time is lost in this manner...

and girls who have gone to work and found their places in life could get some training for the vocations which they have selected and thus win the promotion to which their natural ability entitles them. Thus our own people could gain the necessary technical knowledge to fill the high places in industry instead of importing experts from outside to occupy the managing positions, instead of our young men to remain hewers of wood and drawers of water. These evening continuation schools would always be a necessary part of any system of technical education which the province might develop, because they form by far the largest part of the comprehensive provisions of Great Britain, France and Switzerland and also constitute a leading place in the various kinds of technical schools in Germany itself.

Plans are now crystallizing among the Allies for a far-reaching trade agreement against the Central Powers. Germany is to be denied the right to spill the blood wantonly of our finest and bravest men and then to undermine our industries by underselling them at ruinously low prices to recoup the terrific cost of the war to our enemies. The nature of the trade negotiations is a secret so far, but there is no doubt but that commerce and industry within the territories and dependencies of the Allies are to offer superior advantages to those who have fought for the right in this great war.

Canada is a country of almost limitless natural resources, but unless our people are highly skilled in turning natural wealth into manufactured products for others, we will be a nation on a low industrial plane, offering only raw products to other more advanced peoples and through not turning our natural intelligence and capacity for continuous productive labor to the best advantage. It is no excuse to say that we view technical education as a highly desirable thing, but that we have not the money to establish it. If we would prepare our whole people for competition with our present enemies in the same thorough way we have so efficiently trained our glorious army, we can find the money for the former purpose as easily as we found it for the latter.

Another important consideration is this—that the economic struggle between Germany and the Allies which follows our victory will be more prolonged, more intense, more insidious than the clash of arms. The war will leave us with a heritage of hatred for those who have killed our glorious sons and a terrible need for the Central Empires to reestablish her foreign commerce by means of the same detestable methods in business which they have shown on the battlefield. It therefore behooves us to prepare now for the continuation of our efforts to maintain our prestige of war in the arts and industries of peace. The evening continuation school widely provided, generously supported, and efficiently administered is the most economical, most effective, and best financial, practical instrument to quickly reach the great masses of our little wage workers and instil into their minds the knowledge and principles which will make them competent to meet the enemy in trade after the war and repel the Prussian ideals in commerce and industry which Germany tried to thrust upon the rest of the world by the mailed fist.

Last Night's Meeting.

The public meeting last night in the Opera House was not as well attended by the citizens generally as it should have been, while there was a fairly good attendance it was largely made up of school teachers. While the address of Hon. Payson Smith was interesting and instructive to them it was no less so to the laymen, and those who did not hear it missed a treat.

Dr. W. S. Carter presided and on the stage with him Mayor Hayes, His Lordship Bishop Richardson, Bishop LeBlanc, Dr. Sexton, Chancellor Jones, and several others. The Paramount Ladies' Orchestra was present and added much to the enjoyment of the evening. The orchestra which is composed of the following ladies, Miss Alice Potter, leader, violin; Miss Ada Currie, violin; Miss Gladys Hight, cornet; Miss Kitty Haskell, clarionet; Miss Ellen Lynch, 'cello; Miss Amy Conway, piano, and Miss Jennie Bernardo, drums, rendered the following program which called forth much applause; Medley of operatic airs, overture, "Red Cap," and at the close, the National Anthem.

The chairman read a letter of regret from Lieut.-Gov. Wood that he was unable to be present. He then called on the mayor who welcomed the visiting teachers on behalf of the city, and Dr. Bridges, who extended a welcome on behalf of the Board of School Trustees.

Miss Alice Potter then sang, very sweetly, a solo, "Somewhere a Voice Is Calling," which was heartily encored, and Miss Potter has a splendid voice and one which should be heard more frequently while she is in the city.

The chairman then introduced the speaker of the evening, Hon. Payson Smith, Commissioner of Education for the State of Maine. He referred to the war now in progress and expressed his belief that the Allies were fighting not only their own fight, but a fight to settle the question as to whether democracy should live or die. He wanted to assure the audience that the heart of the American people was with the Empire, and he felt sure that victory would rest on the arms of the Allies in this great struggle for freedom. He believed that the public school system was a kind of national life insurance and should be so conducted that the coming generation would have a proper conception of the principle of democracy. There should be careful investigation to see if the people were getting the results that should be obtained from the educational system.

A great many people had the idea that the fundamental duty of the school was to prepare, but he did not agree with that view. As he saw it the fundamental principle which should underlie the school system of today was that of growth and development. He had heard the kindergartens criticized because they did not prepare the kiddies for school, but he was glad to say that they brought things into the life of the child that tended to promote the growth of that child and thus, he believed, were doing the work they were intended to do.

The scholars in the public schools should grow mentally, morally and physically and in this connection he touched on military training in the schools and claimed that specific military training should not be given to growing boys as they were not physically able to stand it. The purpose of the school system of today should be to reach and develop all the powers of all the children of all people, in order to do this different methods than those now in use would have to be adopted. Teaching methods would have to be adopted which paid more attention to the individual scholar than to the school as a whole. Our present system of grading was teaching children early in life the habit of failure and once taught it was hard to eradicate it. Another thing that should be recognized was the joint responsibility for the teaching of the young of the country. The school should not be expected to do it all, the church had a certain duty to perform in the matter and he did not think that the school was the place for religious instruction. The libraries of the country were doing their share in the education of the people, the moving picture theatres were playing a big part in educating them along right or wrong lines, and it was time the citizens of this country realized these things and accepted their proper share of the responsibility for them.

They must be ready to accept any movement which would lead to progress along educational lines just as they did in business. People had been quick to take advantage of anything which tended to better business conditions but had been satisfied to let school conditions remain as they had been for generations. The United States had spent last year on education $500,000,000, this looked like a large sum but in the same period they spent for alcohol and tobacco several times that amount. In conclusion he again stated that he believed that our educational system was a success only as it reached the individual scholar and developed the forces latent in each one.

Votes of Thanks.

In rising to move a vote of thanks to the speaker, Bishop Richardson said he had always thought we had good neighbors to the south of us, now he was sure of it. He was glad that the speaker had struck the individual note and while he did not agree with him on the question of religious training in the schools he was very glad to have the opportunity to move a hearty vote of thanks for the splendid address given.

Bishop Le Blanc seconded the vote of thanks, and in doing so said that he had been greatly pleased with the address and thought all those present would go home prepared to work harder on their educational programs. He did not think it was possible to spend too much on the children, especially in the matter of school buildings. The best was none too good and it should be a pleasure to the citizens to provide suitable buildings for their children to study in.

The chairman then extended the unanimous vote of thanks of those present to Mr. Smith, after which the orchestra played the National Anthem and the gathering dispersed.

Today's Programme.

Today's programme will be as follows:

9.30 a. m.—"A Prescribed Reading Course for Teachers in Advance of Class III," Dr. H. V. Bridges, principal Normal School.

10.30 a. m.—"School Playgrounds," W. B. Tennant, St. John, N. B.

11.30 a. m.—"Sanitation in School and Home," Dr. G. G. Melvin, St. John, N. B.

2.30 p. m.—"The Ideal School Board," Mrs. W. G. Clarke, Fredericton, N. B.

3.30 p. m.—"School Cadet Corps," W. McL. Barker, Moncton.

At 7.30 p. m. the teachers will go for a sail up river on the steamer May Queen, going as far as Belyea's and returning about 10 o'clock.

The Register.

Following are the names of those who had registered at the New Brunswick Teachers' Institute last night at five o'clock, 565 in all. It is expected that today will bring the number over the 600 mark.