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THE EVENING TIMES AND STAR, ST. JOHN, N. B., THURSDAY, JUNE 29, 1922

LOOKS FOR BEGINNING OF NEW ERA IN TEACHING PROFESSION

New Ideas Advanced by Dr. W. C. Bagley in
Addressing Educational Institute

Problems of Provincial School System Discussed
by the Chief Superintendent, Dr. W. S. Carter
at Afternoon Session—Junior Red Cross Work
Explained—Nearly 700 Delegates Here From
All Parts of the Province.

Expressing the belief that a new era might be about to begin when men and women with the capacity for teaching would make their life work and when teaching would be looked upon as the most honorable of all callings, Dr. W. C. Bagley, professor of education in the teachers' college at Columbia University, in an invigorating and interesting address before the New Brunswick Teachers' Association last night, spoke of teaching as a fine art and looked forward to the day when a single schedule for salaries would be adopted and three or four year courses organized for training elementary teachers and the rural school teacher whose work, he declared, was the hardest.

The meeting of the institute opened yesterday afternoon in the High school assembly hall with Dr. W. S. Carter, chief superintendent of education, presiding and by the evening between 600 and 700 members had registered. Dr. Carter gave his annual address in the afternoon, touching upon all the present school problems and reviewing the progress of the last year. In the afternoon also the Junior Red Cross supervisors, Mrs. Harold Lawrence and Miss Jessie Lawson, outlined the programme for the Junior Red Cross, which is to be an optional part of the school curriculum next term.

A public meeting was held in St. Vincent's auditorium in the evening when Dr. Bagley delivered his address and Mayor McLellan cordially welcomed the association members to the city. Music was provided by Mrs. Blake Ferris, who sang several numbers, and by the St. John High School orchestra. The vote of thanks extended to the speakers and to those who contributed to the musical programme was moved by Dr. H. S. Bridges and seconded by Dr. C. C. Jones.

Evening Session.

On the platform at the evening meeting were the chairman, Dr. W. S. Carter, Mayor McLellan, Dr. H. V. B. Bridges, Dr. C. C. Jones and Dr. Bagley. Before opening the proceedings, Dr. Carter said the institute was favored to meet in such a building as St. Vincent's school and he recommended the visiting teachers to inspect the building during their stay in the city.

Mayor McLellan, in his address of welcome, declared it a privilege and pleasure to meet such a distinguished body as the teachers association. He referred to Dr. Carter's report as most instructive to the lay mind and said the report should be effective in securing for teachers the respect and support from the public which they were entitled to but did not always receive. He congratulated the association on what it had achieved, mentioning particularly increased salaries and predicting that the time would come when the mind of the country and community would be directed towards the necessity for securing the best for educational requirements. As "Makers of Civilization" he welcomed the teachers and hoped their visit would be profitable and pleasant. Metaphorically, he presented the keys to the city and he regretted that attendance at another meeting would prevent his remaining longer. The meeting was going to be to him one he hoped would be of great benefit to the city and to the province, a meeting of hydro experts. Applause greeted this remark.

Dr. Carter, in thanking Mayor McLellan for his sympathetic and appreciative address, spoke of the invariable courtesy of the citizens of St. John to the teachers association and said it was gratifying that, while there were only 2200 teachers in the province, there were between 600 and 700 in attendance, in spite of the difficulties of travel in the province at present.

Dr. Bagley.

Dr. Bagley, who is well known to practically every teacher through his educational publications, referred to Mayor McLellan's address as indicating that the teachers had the confidence of the people of the province and he said that everywhere in enlightened countries teachers were gaining more and more of the confidence of the people. Both in the United States and in Canada the salaries of teachers had been practically doubled since before the war and it was significant that, while salaries in all other employments were coming down the scale, there was no effort to reduce the salaries of teachers. It was an appreciation of the fact that teachers previously had not received an adequate reward. There had also come a realization of the fact that the education of all the children of all the people was a necessary safeguard of a democratic institution. He looked forward to the time when teaching should be a plan calling and it behooved teachers to plan

for that time to justify the confidence shown in them and look at the bases behind their work and profession.

Teaching as an Art.

Teaching had been described as the "noblest of the professions or the sorriest of the trades" and this description referred to the teacher who found a fascination in his work and esteemed it a unique public service, as contrasted with the teaching who worked for pay only. While teaching was in some things akin to a trade and in some things akin to a profession, it could never be reduced to an exact science and he preferred to think of it as an art. As an artist incorporated in something of himself into his finished work and the teacher working with the raw materials of children's minds were to utilize the rich harvest of the experience of the race and to transmit it to the mind of the child at the same time giving something of personal endeavor that would make a result unique in itself.

He admitted there were difficulties to be met with in applying this conception. There was a great deal of routine and repetition and it was hard to keep up enthusiasm. The artist could throw a sheet over his unfinished work when he was not in the right mood and could go out for a walk. The teacher would not be likely to find his unfinished work after he had thrown a sheet over it and left it. Appreciation of the humor of the situation—described called forth some hearty laughter at this description by Dr. Bagley. He went on to carry out his analogy by saying that as growth and progress were limitless in art, so they were in teaching and he was delighted that an increasingly large number of teachers realized that they always must be learners. In the United States one out of every four teachers went to school last summer.

Promotion Backwards.

Promotion backwards was his way of expressing the present form of promotion for teachers. The one-room unsupervised school, in which he had started his career as teacher, he knew had been the hardest form of teaching to him, although he now had one of the "plums" of the profession. It had been hard because he had not been trained for it. It was great work and hard work teaching in the classroom and with the children and it was essential that the truth should be grasped and that teaching should be looked upon as the most honorable career. It was necessary to have keenness of vision and to stick to it. The prime need was to have a great homogeneous group of men and women to do the work.

Single-Salary Schedule.

He believed there might be dawning a new era when men and women with the capacity for teaching would make that their life's work and stick to it. The single-salary schedule for teachers was sweeping through his own country at the present time and it was bringing an alteration of the normal school course so as to provide three or four year courses for the preparation of elementary teachers and he hoped soon to say that the same attention would be given to the preparation of the rural school teacher. In every big democracy which was largely agricultural the rural school was a big problem, one of the biggest.

One of the greatest educational authorities had said that learning from the standpoint of the child should be a great aim of the teacher and it was bringing the culmination of the art of teaching. It was the business of teachers to simulate actual experience for the child that the child should vicariously participate in the great experiences of all its greatest predecessors and with this thought amplified and given most striking illustration, Dr. Bagley closed an able address which had been listened to with the closest attention.

Mrs. Blake Ferris' solos, accompanied by Miss Muriel McIntyre, were a rare musical treat and the High School orchestra played its selections most acceptably.

At the afternoon session Dr. W. S. Carter, chief superintendent of education, presided and with him on the platform were Dr. B. C. Foster, Dr. George A. Inch, A. S. MacFarlane and Inspectors M. G. Fox, L. A. Moore, S. A. Worrell and F. A. Dixon; Dr. H. S. Bridges, superintendent of schools, St. John; Dr. H. V. B. Bridges, superintendent of normal school; Dr. W. C. Bagley, of Columbia University; and Dr. C. C. Jones, chancellor of the U. N. B.

After devotions, at the first matter of business it was decided that the registration fee should be \$1.

The treasurer's statement showed total receipts of \$208.47 and expenditures of \$277.54, giving a deficit of \$14.07. The assets were \$550 in Victory bonds.

Dr. George A. Inch was re-elected secretary and Miss Bessie Fraser, of Grand Falls, was elected assistant secretary.

The following were appointed a nominating committee: W. J. S. Miles, St. John; A. S. MacFarlane, Fredericton; Miss Stella T. Payson, St. John; W. H. Irving, Moncton; L. R. Hetherington, Hillsboro; R. G. Mowatt, St. Stephen; Miss Nesbit Ferguson, Richibucto; Miss Emma Vessey, St. Stephen; Miss Anita Gallagher, Tracey Station.

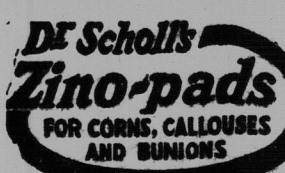
The resolutions committee was appointed as follows: Dr. H. S. Bridges, St. John; Inspector F. A. Dixon, Sackville; and Miss Anita Gallagher, Tracey Station.

Dr. W. C. Bagley, professor of education at the teachers' college, Columbia University, gave a short address, extending to the institute the greetings of the United States teachers.

The two Junior Red Cross supervisors were then introduced, Dr. Carter having explained that the last hour each Friday of the school week might in future be devoted to the Junior Red Cross programme.

Mrs. Harold Lawrence explained that she and Miss Jessie Lawson were co-workers in that appointment and that while one had responsibility for the organization of the work the other was engaged in planning the details. She then explained why the supervisors sought the aid of the teachers. It was not to add to the burdens of their work, or to encumber the curriculum with a subject of no value, nor was it because where Junior Red Cross had been tried outside the schools it had not been successful, nor even because it had been said that any character must first be taken into the schools. The one great reason why the teachers should have been sought was because of the teacher's influence over her pupils. She could speak as a mother and as a grand-mother and she believed there was no home where the teacher's influence was not one of the greatest. It was realized that the teacher was always overworked to some degree and in the last few years this condition had been aggravated as the burdens of all classes of people had been increased.

In conclusion, Mrs. Lawrence pointed out how imperative it was that national health should be raised to a higher standard, instancing the conditions which "war" had revealed. She also mentioned the need of Canadianizing the immigrant and said that in these two particulars the



Put one on--
the pain is gone!

Junior Red Cross would help the teachers in their endeavor to bring up the young manhood and womanhood to the standard it was necessary they should attain if Canada were to take its place among the nations of the world.

Programme and Organization.

Miss Jessie Lawson dealt more particularly with the details of the Junior Red Cross programme. She outlined the constitution of the Junior Red Cross and its objects to uphold the peace time policy of the society to seek a higher physical standard, to discourage habits which might spread disease, to cultivate sympathy of the scholars on behalf of suffering children, to promote good citizenship, to teach each child to be a normal, healthy child, not only for its own sake but for the sake of the community. Membership, Miss Lawson said, might include all young people of school age. The teacher was to be the supervisor and nobody had authority to organize a Junior Red Cross branch except a teacher, unless the teacher had been given every opportunity and had failed to do so when a senior Red Cross member might be permitted to do so. The formation of a branch must be promptly reported to the supervisors and the unit of organization must be the classroom, although the formation of Junior Red Cross councils with representatives from each branch in a school was recommended.

The children were to elect their own officers, and these officers were to assume the duties of office. Where the

children were small, Miss Lawson felt that the teacher as supervisor should aid the treasurer. At this point, one of the teachers asked how it could be made to conform with the school law to have any collection of fees, and in reply Dr. Carter said that the collection could be made outside of school hours.

Regarding fees, Miss Lawson said the regular fee was twenty-five cents and this was to be forwarded to provincial headquarters. It must be earned by the children, either as individuals or by means of an entertainment. Three-fifths of the fee would be retained for a fund to be available for the care of other children who might require it, and the remainder would provide the literature sent out. The Junior Red Cross year would be the same as the school year, and any monies raised exclusive of the fees might be used for the welfare of children, if the cause were approved by the supervisors.

Coming to outline the programme, Miss Lawson said that as all the work was just beginning a simple qualifying programme for all grades had been devised. When the organization was more perfect it was proposed to have four divisions and the first division would include the first three years in school. At the end of each year a card would be given the pupil who had carried through the programme successfully and at the end of the three years the pupil would qualify for a certificate signed by the minister of health and the president of the Red Cross.

To carry through the first three months of Junior Red Cross activity successfully, the child must have so conducted him or herself as to enable the teacher to sign a card which said that in seven particulars the child had shown progress. The seven particulars were as follows:

1. To learn the rules of the health game about taking baths, sleeping with windows open, drinking one pint of milk a day and four glasses of water and not drinking tea or coffee, eating vegetables or fruit each day, and being out of doors as much as possible.

2. To be careful of personal appearance and cleanliness.

3. To show improvement in general condition of health.

4. To be trying to take correct posture.

5. To know the Junior Red Cross motto: don't eat until you have washed your hands; never put pencils or similar things or anything that has been in anybody else's mouth, in your mouth; don't cough or sneeze without covering your mouth with a handkerchief.

6. To know "school housekeeping," tidiness about the desk and in the classroom.

7. To have good manners.

Five Hundred in Attendance.

At the conclusion of Miss Lawson's address the registration of teachers was continued and about 500 were found to be in attendance.

At the close of the afternoon session a pleasing incident was the presentation of a bouquet of twenty-five beautiful red roses to Dr. H. S. Bridges, superintendent of schools, on behalf of St. Vincent's Alumnae as a remembrance of the occasion twenty-five years previously when Dr. Bridges had first presented certificates to St. Vincent's graduating class.

AN EXAMPLE OF UNWISE RAISING OF PRICES

Hoggishness doesn't pay. Many business men don't seem to have learned this. Take the rug and carpet industry. A prolonged strike brought about a scarcity of goods, practically of the better grades. The employees finally succeeded—wisely or unwisely—in smashing the workers' union. When the workers were taken back their wages were reduced. Employers discovered that output per worker rose quite remarkably; one authority informs me that the increase averaged almost 25 per cent. But what did the producers of rugs and carpets do? Did they give the public the benefit of the tremendous reduction in costs brought about by the cut in wages and the greater output per worker? No. Not only did they not lower prices, but

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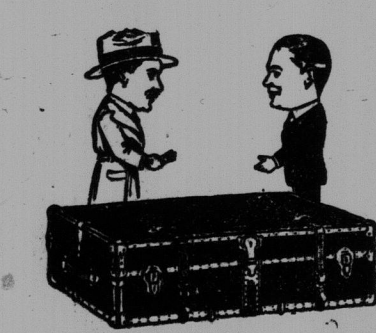
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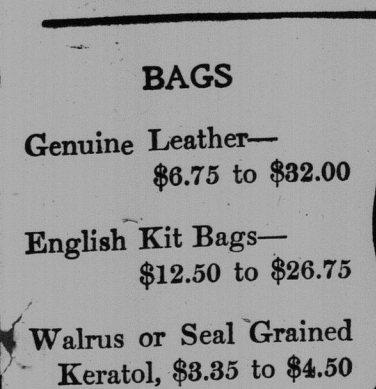
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