

### Reform Demanded In British Education

Thirty-Six Leading Scientists Call for More Experimental Science in the Nation's Schools.

London, Feb. 5.—A manifesto calling for a drastic reform in the educational system of Great Britain is published over the signatures of a committee of thirty six leading scientists, including Sir William Osler, Regius Professor of Medicine, Oxford University, Sir William Ramsay, Sir Wm. Crookes and Lord Rutherford.

The manifesto declares that the British are a woefully ignorant people and are paying heavily for their ignorance. It urges a reconstruction of the school system as an immediate necessity.

### Britain Needs Religion to Win

Vice Admiral Sir David Beatty, commander of the 1st British battle cruiser squadron, whose ships defeated the Germans in the North Sea, has made a stirring appeal for a great religious revival in England as a necessary step to victory in the war.

In a letter read at the annual convention of the Society for the Propagation of Christian Knowledge, he writes:—

"Surely Almighty God does not intend this war to be just a hideous fracas or a blood-drunken orgy. There must be a purpose to it; improvement must come out of it."

"In what direction? France has already shown us the way and has risen out of her ruined cities with a revival of religion that is wonderful. Russia has been welded into a whole and religion plays a great part."

"England still remains to be taken out of the stupor of self-satisfaction and complacency into which her flourishing condition has steered her. Until she can be stirred out of this condition, until a religious revival takes place, just so long will the war continue."

"When she can look on the future with humbler eyes and a prayer on her lips, then we can begin to count the days toward the end. Your society is helping to this end and so is helping to bring the war to a successful end."

### KEEP LITTLE ONES WELL IN WINTER

Winter is a dangerous season for the little ones. The days are so changeable—one bright, the next cold and stormy, that the mother is afraid to take the children out for the fresh air and exercise they need so much. In consequence they are often cooped up in overheated, badly ventilated rooms and are soon seized with colds or grippe. What is needed to keep the little ones well is Baby's Own Tablets. They will regulate the stomach and bowels and drive out colds and by their use the baby will be able to get over the winter season in perfect safety. The Tablets are sold by medicine dealers or by mail at 25 cents a box from The Dr. Williams' Medicine Co., Brockville, Ont.

### British Have Lost 549,497 Men

Premier Asquith says that the total British casualties in all fields of operations up to January 9, 1916, were 549,497, of which 24,122 were officers and 525,345 of other ranks.

### END STOMACH TROUBLE, GASES OR DYSPEPSIA

"Pape's Diaprepin" makes Sick, Sour, Gassy Stomachs surely feel fine in five minutes.

If what you just ate is souring on your stomach or lies like a lump of lead, refusing to digest, or you belch gas and eructate sour, undigested food, or have a feeling of distension, heartburn, fullness, nausea, bad taste in mouth and stomach-headache, you can get blessed relief in five minutes. Put an end to stomach trouble forever by getting a large fifty-cent case of Pape's Diaprepin from any drug store. You realize in five minutes how needless it is to suffer from indigestion, dyspepsia or any stomach disorder. It's the quickest, surest stomach doctor in the world. It's wonderful.

**GOOD DIGESTION**—When your digestion is faulty, weakness and pain are certain and disease is invited.

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## NEW SUBJECTS DEMANDED FOR NEWCASTLE SCHOOL

Paper Read Before the Town Improvement League Urges Manual Training, Domestic Science and Canadian Civics  
—Discussion to be Continued Next Meeting, March 9th.

The regular monthly meeting of the Newcastle Town Improvement League was held in the Council Chamber on Thursday evening, 10th inst., the President, Jas. M. Troy in the chair; H. H. Stuart, Secretary.

The chairman reported that the Committee appointed at last meeting to enquire about amendments needed for the Scott Act and interview the local member of the Government thereon, also to, arrange to have President Donald Fraser of the N. B. Branch of the Dominion Temperance Alliance speak here, had not yet finished their work.

The question was discussed by Revs. P. W. Dixon, Wm. Harrison, Rev. S. J. MacArthur, and M. S. Richardson. John H. Ashford, the President and the Secretary.

On motion of the Secretary and Rev. Mr. Richardson, the Committee (Messrs. Troy, A. McCabe and James Stables) was given an extension of time.

Scott Act matters were discussed. The Secretary was then called upon to read his paper on Manual Training, Domestic Science and Civics in the schools.

After directing the League's attention to the recent manifesto calling for a drastic reform in the educational system of Great Britain, published over the signatures of thirty-six leading British scientists, who declare that the British are a woefully ignorant people now paying heavily for their ignorance and urge a reconstruction of the British school system along scientific lines as an immediate necessity, Ald. Stuart spoke as follows:

There can be no more important question than that of Education, for on the kind and quantity of education received by its young people the welfare of a nation depends more than on anything else.

Other things being equal, the nation that spends most per capita for education always occupies the leading place. A large population, unlimited territory and vast resources will not sustain a people if education be lacking. Empires have had all three and yet have gone down easily and irrevocably before a much smaller and poorer, but wiser, foe. We in Canada have all the land and all the natural resources we need, and a sufficient number of people can be secured faster than we can assimilate them. What we lack is an adequate system of education.

What we have in that line is very good, so far as it goes, but it does not go far enough, and its benefits are by no means evenly distributed. Most of our children leave school before they do more than finish Grade Seven of the graded course or its ungraded equivalent. Many never reach Grade Seven, and many do not attend school at all.

Medical inspection—a most necessary thing—is authorized for the schools of New Brunswick, but is left optional for each district. And few, if any, districts have arranged to have such inspection made. As a result, many children, who are only slightly defective when they enter school, become weaker and weaker and less and less able to benefit by the instruction given.

So, too, with compulsory attendance at school. Each district may or may not vote itself under the Act, as it pleases. Some take no notice of the Act. Some adopt it, but take no steps to enforce it. Others appoint Truant Officers but care not whether they do their work or no. And the Act itself is defective. It stipulates that children must attend school until they are sixteen years of age, or have passed Grade Seven—unless their parents or guardians are so situated as to need their help at an earlier stage. Why such exception, unless to make it easy for certain persons or firms to obtain cheap labor? Why should the children of the very poor be allowed to miss the opportunity of getting the same education as others receive? Why shouldn't the public see that all have equal opportunity? Let those unable to send their children to school be assisted to do so—let those unwilling to send them be compelled. And let no normal child leave school till he has passed, at least, the Eighth Grade. A graduate of Grade Seven is very poorly fitted for useful citizenship.

Manual instruction in the common schools would be naturally supplemented by technical schools which would afford an opportunity of finishing the youth's education in any particular branch he wished to pursue.

Examples of Manual Training and Domestic Science departments in successful operation may be seen in the Maritime Colleges, and in the public schools of several N. B. towns including Chatham.

And such instruction, and all instruction, should be for all—not one deprived of its advantages. We want no uneducated class, however small—no class condemned to ignorance and the social inferiority and political degradation that inevitably follow.

Now, merely intellectual and industrial education alone will not suffice. True education has a moral side, but as this is supposed to be attended to in all schools, we shall not dwell upon it here.

The aim of education is not only to provide learned and practical, but good, citizens as well. So, in addition

to all the subjects above mentioned, one thing more is needed in our schools for grade one to eight can be profitably eliminated. Reading, writing, arithmetic, algebra and bookkeeping, English Grammar, Composition and Literature, Latin, Geography and History, are all necessary, all essential to the production of thinking men and women. Yet, they do not necessarily teach the pupil how to do things—to handle machinery and fight the battle of life. Something more is needed—something more concrete—something more practical—not instead of the above, but in addition thereto.

These additional subjects required are already authorized. We already have on the prescribed curriculum the subjects of Drawing, Physics, Chemistry, Agriculture, etc., and provision made for each school taking up Manual Training, Domestic Science and School Gardening whenever its ratepayers or Trustees so determine. Our provincial Board of Education has authorized and is encouraging the teaching of such subjects, helping each Teacher to obtain the required knowledge and financial assistance each district complying with the conditions enjoined. The Board is doing its part. The danger is that our people, having an option, may long neglect to grasp the opportunity knocking at their gates—may neglect until the leadership which might have been theirs has passed into other hands.

Efficiency is the order of the day. Without it we must be content with the place of a serf or a slave to the one who has it. The nation whose citizens can do things is the only viable nation and the only one likely to long retain its independence. Sooner or later the ownership of the world goes to the worker. The men who actually work the land ultimately, if properly organized, cast the idle landlords, as the man who runs the machine must ultimately dispossess the mere owner thereof.

German power today is due less to the prowess of her soldiers than to the skill and organization of her people. Her schools have produced a whole nation of skilled workers. The children have been trained in experimental science in the common schools and on leaving the latter, they have stepped into the technical schools of the particular trades they favored. The result was that all the available workers of Germany were employed in the higher processes of agriculture, manufacture and trade, unskilled Slavs and Italians being imported for the labor that required only muscular effort.

For that efficiency, which enabled Germany in a single century to rise from national poverty to great material wealth and from a position of helpless political division to one of imperial unity and marvellous strength, we are paying heavily today and must pay still heavier until we adopt better methods.

What do our schools need to make them as good as the best and enable our boys and girls to take their proper place in life?

One thing they need is the practical application in each district of the authorized course of study in Manual Training and Domestic Science. Many pupils, who are not drawn to the old-fashioned subjects but rather wearied thereby, would take at once to manual work and be able to fit upon a useful life work. Thus between the old and the new courses, practically all pupils would be able to find congenial studies and to fit themselves for honorable and productive citizenship. How many unskilled men we have because of this lack in the schools! How many misfits and failures in life! How many young women who marry without any knowledge of cooking and housekeeping, and thus wreck the homes they might have built up into models of comfort and culture!

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### Permanent Committee on Technical Education

Appointed Last Week by Fredericton Board of Trade—Dr. Jones of U. N. B. at its Head.

The Fredericton Board of Trade, at its meeting last Wednesday night, appointed a permanent committee, consisting of Dr. C. C. Jones, of the U. N. B., J. T. Jennings, J. D. Palmer, G. W. Hodge and H. S. Campbell, to deal with matters connected with Technical Education.

The Board has also an efficient Transportation Committee.

The Board will probably meet quarterly in the future instead of monthly as at present.

ignorance, and have the power to remedy the conditions that breed it, encourage the disregard of the law and throw upon any honest attempt to enforce it, because its non-enforcement enables them to obtain child labor cheap and thereby made great gain for themselves.

As the ancient democracies went down, largely because they denied equality of opportunity to a portion of their people, so must our institutions crumble and our power pass into other hands unless we see that all the boys and girls of our land have an equal opportunity in life—that no necessities of their parents that can be relieved by the State are allowed to stand between them and a good education—that they obtain the Education that will enable them not only to think clearly but to actually do things—that none be allowed to enter upon the duties of life unskilled.

But the question arises: If all are trained in citizenship and become skilled workmen, who will do the hardest and dirtiest work? Who do the hardest and dirtiest work? Who do the hardest and dirtiest work? This question is easily answered. The hardest and dirtiest work, the work of which is now the poorest paid and least respected, could be disposed of in anyone of three ways. Let each citizen do his own share, or let it be done by turn, or let the hardest and dirtiest work be accompanied by the highest pay, and, if necessary, the highest honor. Let each child be taught that manual work is as honorable as any other and that the best citizen is he or she that is most at use in the community.

While the whole school curriculum is of great value, Civics is an essential study that cannot be neglected without seriously endangering the stability of the nation and inviting disaster.

The paper was very favorably discussed. Pres. Troy said that the paper was an excellent one and very timely. The introduction of Manual Training and Domestic Science was of vital importance. Formerly boys served seven years as apprentices and learned their trade thoroughly. Now, there was little or nothing of that. We haven't trained men today. Skilled men are hard to get in any trade. The same is true of women in regard to Domestic work. Girls go away to work in factories, get no instruction in household science, and carry with them no knowledge how to properly keep house. Girls cannot be blamed for going into factories rather than domestic service, nor mothers for letting them do it. The remedy is in Domestic Science Training in the schools, as recommended in the Secretary's paper. The Newcastle Trustees should be requested to have Manual Training and Domestic training taken up in our Town schools.

Rev. M. S. Richardson said that agricultural training was insisted upon by the Nova Scotia authorities. Clergymen are urged to take special Manual and agricultural courses in order to popularize them in their districts. The idea of the Secretary's paper was correct.

Rev. Father Dixon said that great stress was laid upon Manual training and agricultural instruction in St. Francis Xavier University, and the

other schools in Antigonish. Rev. Dr. Harrison said that such instruction, including Domestic Science for the girls, was given in all the Mt. Allison schools. Many had found their life work by means of lessons in these subjects.

It was agreed that the subject was too important to be decided without the absent members having a chance to read it in the press and take part in the discussion, and therefore it was unanimously voted, on motion of Rev. Mr. Richardson and Rev. Dr. Harrison, that this subject be further discussed at the next meeting. After some routine business was transacted, the meeting adjourned.

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