

A MAGNIFICENT MAJORITY FOR LLOYD GEORGE'S FINANCE BILL

House of Commons Passes the British Budget on Third Reading by a Vote of 379 to 149—Majority of 230.

MINISTERIAL CHEERS GREAT ANNOUNCEMENT OF RESULTS

Prime Minister Asquith Makes Brief Statement Prior to Voting—The Budget or Tariff Reform the Issue.

London, Nov. 5.—The budget speech passed the House of Commons last night on the third and final reading, backed by a vote of 379 to 149 and representing the whole strength of the party, including the Labor members, and today there is great rejoicing among the Liberals. The bill will be passed formally in its first reading in the House of Lords today, the debate on the second reading, which will determine its fate, beginning on November 22. The only matter of discontent to the victorious forces is the refusal of the Nationalists to support the government's finances till their support, however, could hardly have been expected in view of the fact that they opposed the government on the second reading.

A Memorable Scene. The scene was a memorable one. Seldom has there been a larger attendance of members and peers and the diplomatic galleries were crowded to their capacity.

Chancellor Lloyd George, Premier Asquith and Opposition Leader Balfour spoke, and the excitement throughout was intense. In a brief speech closing the debate, Mr. Asquith said: "It is incumbent upon those who object to the government's taxes to provide some alternative scheme to meet the nation's necessities. Where is this scheme? Tomorrow or later Mr. Balfour must show his hand, and it will have to be a hand that will suit the game of the tariff reformers."

"The government may be well content to rest in patience. There are only two issues before the houses—the taxes proposed by the budget or tariff reform."

What Budget Does. "The budget increases the existing tax rates on tobacco and liquor and also adds to the rates on inheritance taxes. It provides for a surtax on large estates and incomes of over \$25,000 a year. The real opposition, however, has been aimed at the taxes on lands, which have been declared socialist, confiscatory and ruinous for the country. The land taxes are of a two-fold character. One of the taxes is small, only one penny in the pound, on undeveloped land either urban or suburban that is being held for speculative purposes and which has an actual market value greater than that at which it is assessed. The other tax on land is one of 20 per cent, on the future unearned increment."

This was the clause in the budget which provoked the most bitter attacks from the opposition and was defended by Lloyd George. The Lords and owners of large estates, he said, that it was unjust to tax the unearned increment on their lands, when the unearned increment of merchants and other classes of business was not to be taxed.

Made Valuable by Community. Lloyd George, in reply, declared that land was different from any other kind of property. It was different in value in many cases had increased one hundred fold without any effort on the part of the owner. The growth and development of transportation facilities, the spreading out of the cities and the location of great industries had, he declared, added to the value of certain lands that fully justified the taxation of 20 per cent. He argued that as the land had been made valuable by the community as a whole, the community had a right to receive one-fifth of that added valuation.

NO CAUSE FOR COMPLAINT.

The landlords, he held, still would receive more than they were entitled to. In order to put the new tax in operation a valuation of all the land in the kingdom will be necessary. To this the landlords and Tories objected on the ground that it would furnish an excuse for all kinds of dishonest practices. The Liberals added that the valuation would be fair and business-like and that the man who was honest and willing to pay his just proportion of the taxes should fear a tax increase and the fixing of a fair valuation.

The vote was then taken and the announcement of it showing the government's majority to be larger than expected, was greeted with prolonged ministerial cheers.

The Conservatives had counted on a vote of Liberals being absent, but apparently only two Liberals joined the Nationalists in abstaining from voting.

ARRESTS IN GIMLI TRAGEDY.

Two Glimmish Boys Charged With Causing Death of Peter Bohonis. Gimli, Man., Nov. 4.—Nikola Rodits and Nikila Sahab were arrested this morning by detectives Parr and McGibbon, of provincial police. The boys are charged with the murder of Peter Bohonis on Sunday by shooting. At the time both carried rifles and they successfully evaded the officers since Saturday. One had a knife in his hand at the shooting and the other says it was an accident. As they carried different rifles, it is expected the autopsy will finally settle that. The coroner's jury on Tuesday found Bohonis came to his death from a shot from one of the two boys.

Accidentally Shot Deer Hunting.

North Bay, Ont., Nov. 4.—Robert William Dicker, C. P. E. engineer, of Chapleau, was accidentally shot dead while deer hunting near Potagassing, on the C. P. R., 35 miles west of North Bay. The accident resulted from a gun of a companion being trailed on the ground, a twig catching the trigger. The contents entered Dicker's back causing almost instant death. The deceased was thirty-five years of age. He leaves a wife and four children.

Assizes at Regina.

Regina, Nov. 4.—At the assizes today in the case of the King, Mr. Kimmon, a C. P. E. engineer, charged with manslaughter in the death of two women named Greninger, in a railway accident near Wawanesa, recently, application was made for a change of venue to Winnipeg and was granted. In the case of Mary Finley against Oliver Duxon, the plaintiff claiming \$2,000 for seduction of her daughter, a verdict was given for \$1,500.

LET SCHOOL BOYS FIGHT WITH THEIR FISTS, SAYS R. H. ROBERTS

President of Northern Alberta Teachers' Association Delivers Common Sense Address—To Fight Gives Courage; Often Makes a Man of a Moll Coddie, and Converts a Bully—Clever Paraphrase by Prof. Broadus and Prof. Alexander.

At the general session this morning of the Northern Alberta Teachers' association in the assembly hall of the University of Alberta, an address was delivered by R. H. Roberts, M.A., president of the association, on "The Sociological Movement in Education."

Mr. Roberts assured his audience that he had no intention of thrusting a profound sociological study on a convention of weary teachers; his paper was not meant to be unfathomably deep.

The question of purpose came to all those engaged in teaching. What does education mean? Herbert Spencer explained education as "preparation for complete living." If then, social efficiency was the aim of education the subjects of study must be those which are related to society. This relating of the functions and operations of the subjects of study must be the aim of education.

The movement was examined in its relation to the subjects taught, to the spirit of the school, and in its relation to the moral and spiritual education of the child.

"As in our studies the school should reflect the community, so in its spirit it must prepare the child to assume the responsibilities of life. We yet attempt to inculcate in the child lessons of morals. This would show him the beauty of assisting the weak, yet silence is forbidden in the room. Assistance is a crime and fighting out, even though it be to the advantage of a small child, is a punishable offense. Yet we expect to turn out a finished product for social service."

Let Pupils Govern Themselves. Let the society be a democracy; make of our school one. Let the pupils govern themselves under your direction. Hide your authority; it is the urban of a child's mind to be held for speculative purposes and which has an actual market value greater than that at which it is assessed. The other tax on land is one of 20 per cent, on the future unearned increment."

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cluded and surpassed all other aims, and it was because this aim could be best realized by the use of the language of literature that that of any other subject, that it should be put at the core and foundation of the curriculum.

The development of appreciative power was a second great aim to be considered. Unless boys and girls were led to what is truly high and good, they would be led to what is low and bad. The development of appreciative power was a second great aim to be considered. Unless boys and girls were led to what is truly high and good, they would be led to what is low and bad. The development of appreciative power was a second great aim to be considered. Unless boys and girls were led to what is truly high and good, they would be led to what is low and bad.

Children studied what they must but read what they liked, and when the prescribed work in study was done, they were free to read what they liked. A long step would have been taken towards solving the problem.

"If the boys want adventure give them Stevenson, Scott, and stirring narrative. If they want knowledge, give them Twain and Hood, Kipling and Dickens might well give a little spine to the study of history. If they want to read, let them read the Jungle Books and others, such as the writings of Burroughs and Thompson."

Without an appreciation of good literature no student would become a writer of good English himself. Power of expression is not a matter of technique. It is a matter of feeling. Self expression was natural to the child, and when the child is not so impressed with ideas that he must talk or write, there would be no more dull or uninteresting school lessons. Expression would be natural and careful attention could then be given to the vehicles for bearing the message.

A paper on "History" was read by C. H. Russell, B.A.; Miss Wintergill read a paper on "Expressive Reading" and Miss B.A. read a paper on "Composition in standards 4, 5 and 6."

This afternoon a business meeting will be held, followed by the election of officers. Prof. Broadus, of Alberta university, in his address to the teachers, said that the chief aim of education was to take up the pupils' attention with his own hobbies, whether entomology, ornithology, or horticulture. Begin with the child's own interests, the cat, the cat, the hen, advised Mr. Fife. Question the children of their pet. By this means their interest in and love for the subject will be increased. Have the animals in school if possible as objects for study.

Whatever the children were most interested in was what the teacher ought to take up. More information should be given to the children, and teachers should not be afraid to take up the subjects which had not been considered at first hand.

Reading might be taught along with nature study because so many of the reading lessons were based on natural objects. Many eminent educators had claimed that arithmetic even, could be taught by the nature study course. A knowledge of the subject of agriculture could be gained in the course of lessons in nature study which considers such matters as the composition of the soil, the germination of seeds, etc. Mr. Fife thought that too much importance should not be attached to the school garden as a means of nature study. It was to the nature teacher what the laboratory was to the chemist. The school garden should be kept cultivated plants in the school during the summer months at least. In some of the best schools of the province Mr. Fife had found beautiful plants which were cared for entirely by the pupils themselves. Mr. Fife thought that returned on the teaching of nature study, if a summer school were not established for that purpose.

the eighteenth century, it came to its own, realizing not only interest of plot, but also of character. The rapid development in the eighteenth century brought the novel in the second half of the century to its zenith in the hands of Scott, Dickens, George Eliot, and Thackeray. From that day to this there were to be found unmistakable evidences of the decline of the novel, not in quantity, but in quality. A novel of the last five years that have any claim to permanence could be counted on the fingers of one hand.

There was a theory of language that all men in primitive stages of development spoke in a certain rhythm. Whether this was true or no, the earliest literary manifestations of the race were all in verse. As the race developed, emotional spontaneity gave way to self-consciousness and poetry gave way to prose. But prose was not an adequate vehicle for the expression of the most profound thoughts and feelings, for this reason poetry would always endure. At present the world was passing through a period of transition. The time would come again following an event or events in the world's history by which the value of poetry would be stirred, when poetry would again be read and thought more of than prose, but this was not likely to happen in the immediate future.

Addresses on Nature Study. Inspector Hill, of the Strathcona inspectorate, introduced the subject of nature study. He said that the aim of the modern curriculum was to be the affording of natural enjoyment to the mind of the schoolchild. Aristotle preferred popular judgment as a criterion of the beautiful to the judgment of the specialist artist. Greek literature was above all things rational because of the Greek character. The modern literary critic imagined that he detected a hint of fire and spirit in the oration, in its comparison with those of modern orators. The aim of the Hellenic orators was not intellectual fireworks but the clearness of the mind. Nature study with particular problems under particular conditions, constructive statecraft was more difficult to treat. The modern politician exalted the individual only in so far as he lived for the state, which was the all in all. Athens was the first to give democracy as the spirit of her government. 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