

GOOD ROADS

(Continued from page 3.)

with small trees and dirt. You will also find very poor judgment used in the placing of drains and culverts, some put in improperly and others in where not needed. You will also notice in several districts that, last spring, roadmasters started in to do good work, but saw the time they were going to lose and what they were up against to make good roads and they left off leaving these districts in a very poor state. Others hung to it and made a good road which they are satisfied can be made if proper means are provided. In my next article Duty of Roadmasters I will endeavor to show why the roads were left in the state they are in. Also explain the difference between the various road masters.

(To be continued.)

THE SCHOOL AND THE HOME

Contributions for this department should be addressed to President Teachers' Association, Guardian's School and Home, P. O. Box 188, Charlottetown.

HINTS FOR YOUNG TEACHERS.

- 1.—Have a definite scheme of work in every subject. It need not be elaborate, it need not be written at great length in different colored inks, but it should briefly indicate your plan of campaign. 2.—Be enthusiastic by all means, but do not allow your enthusiasm such scope that you do all the work and the children none. To sit perfectly still and watch teacher is not natural for the little ones. You will find that they are quite ready to do their share of the work, if you will let them. Results will show that whilst you have been doing less the children's work has more than made up for your deficiency. 3.—Hasten slowly. In these days of overcrowded timetables and rapid promotions there is, unfortunately, a tendency to make a vain and inglorious attempt to cover the whole syllabus in the limited time. Recognize from the outset that this is an impossibility, and what you do teach, teach thoroughly. A fine building was never raised on a weak foundation. 4.—Take care of your voice. It is your only stock in trade and it must serve till you are 65. The continual "shouter" defeats his own ends; for when he has good reason to do so he can shout no louder. Whereas, when the ordinary teacher does find it necessary to speak more strongly, he immediately compels the extra at-



attention which he desires. 5.—Don't make vain threats and impossible promises. Nothing tends more to weaken the discipline of a young teacher than this. Children nowadays know, only too well the limits of your power. 6.—Don't shun fair criticism. The teacher who has infallible knowledge in every subject in the curriculum is yet to be born. Mere fault-finding we know is purposeless; but when your errors are pointed out quietly and unostentatiously, followed by kindly suggestions based on greater experience, you should accept the advice tendered gratefully, and not, as is too often the case, with marked feelings of irritation. A few years will show that text-books express many beautiful theories unattainable in the class-room, and but a few days' experience will compel you to admit that the model child pictured there must belong to another planet.

A PARAGRAPH FOR BOYS.

Everyone knows what an agricultural genius Luther Burbank is, and what wonderful things he has done with plants, flowers and fruits. The other day someone put the question to him, "Do you think that whiskey and tobacco impair the faculty for work?" His answer was decidedly convincing, as follows: "If I answered your question simply by saying that I never use tobacco in any form, and very rarely, either coffee or tea, you might say that was a personal preference and proved nothing. But I can prove to you most conclusively that the mild use of stimulants is incompatible with work requiring accurate attention or definite concentration. To assist me in my work of budding-work that is as accurate and exacting as watchmaking—I have a force of some twenty men. I discharge men from the force at the first sign of incompetency. Some time ago my foreman asked me if I took the pains to inquire of the personal habits of my men. On being answered in the negative, he surprised me by saying that the men I found unable to do the delicate work of budding invariably turned out to be smokers and drinkers. These men, while able to

do the rough work of farming, call budding and other delicate work 'puttering,' and have to give it up, owing to an inability to concentrate their nerve force. Even men who smoke one cigar a day, I cannot trust with some of my delicate work. Cigarettes are even more damaging than cigars, and their use by young boys is little less than criminal."

A good country school may be made more nearly an ideal school than any other school. The pupils in the country are usually more tractable, more open to the teachers' influence, both in school and out of it, than are the pupils in cities or towns. Besides they are less liable to be distracted by disturbing influences, and their habits of industry and self-reliance are great helps to their advancement, both in acquiring knowledge and in whatever else enters into the work."

"The heart in the work" is not a ters into true education. motto for the artist alone; it is for the laborer as well. With that possibility before him, the meaneast toiler may grow beautiful; without it, the veriest giant of energy will grow petty and warped and sad. The commonest work is ennobling when it provides any avenue of expression for the spirit; any exit for the heavy, struggling, ambitious human heart out of its prison house of silence into the sunshine of fellowship.

The demand for growing teachers is becoming more insistent every day, and teachers must give proof that they are growing by doing definite work, such as carrying on regular studies during term time and more or less in vacation, and above all to be thoroughly prepared on each day's school work. And the best of it is these growing teachers are making life vitally interesting to themselves and to others. They are growing, but not growing old. This they steadily refuse to do.

Most of our teachers have now been at work for at least several weeks. Are your pupils alert, ambitious and studious? or are they sluggish, with no aim or purpose? Have you succeeded in making them realize that the work of each day well done will mean promotion at the end of the term and finally a triumphant going out of school, well prepared for life and its duties? If you can make your pupils work with a purpose in view, then school life will mean something to them.

SCHOOL VACATIONS.

(By J. D. Seaman.)

I note with pleasure that a department of The Guardian is to be devoted to the discussion of questions pertaining to the School and Home. I trust that many teachers and others will avail themselves of the opportunity that will thus be afforded them to discuss those questions which the School and Home affect. The selections that have already appeared in this department are very suggestive and will be of practical assistance in the school-room.

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There should also, I think, be discussed in this department needed amendments to the Education Law of the Province, as also questions of administration.

With your permission I should like, in a short series of articles, to suggest some changes that might be made to the school law. In this article I shall deal with the question of vacations.

At present the determination of what vacation will be observed in the district is left with the annual meeting. As a result in a portion of the districts the antiquated Spring and Fall vacation is observed, and in others the Midsummer. This double system of vacation, makes the duties of the School Inspector much more onerous than they otherwise would be. During the months of July and August he is obliged to pass through those districts that have Midsummer examination to teach and inspect those that have the Spring and Fall vacation. Again in May and October, the same has to be done to reach those having Midsummer vacation. This system of vacations increases the amount of travelling for the inspector by at least one-fourth if not more, to accomplish his work. Besides it does not give him any vacation period for himself, and surely he as well as the teacher is entitled to a holiday.

If instead of this there should be uniform vacation periods throughout the rural schools of the province as follows, viz., six weeks commencing with the Monday following the last Friday in June—two weeks anytime in October that the trustees of the district should determine, a Christmas holiday, from the Friday before Christmas until the Monday after New Years, and on Easter holiday from the Thursday before Easter Sunday to the Monday week after Easter, Sunday.

The advantages from such a system would be that the system would be uniform, one teacher would not be teaching more time than another, and the Inspectors' work would be simplified. There would not be school in the hottest time of the summer, and in the busy potato-picking season the schools would be closed, thus accommodating those persons who desire to have the pupils to pick potatoes. By having the Christmas and Easter holidays short breaks are made in what would otherwise be an exceedingly long school term without a break. The pupils would be benefited by having these two short rests. In the other Provinces of the Dominion, and in the United States, these two short holiday periods are observed.

I would suggest that both teachers and ratepayers of the school districts, discuss these proposed changes in the press, and with the representatives of their districts, so that the mind of the people may be known by the authorities when they come to deal with the question.

Other questions that I propose discussing, if space is granted, are Supplement to Teachers' Salaries; Bonuses to Teachers; Pensioning Teachers; Courses of Study for the Rural School; Summer Schools for Teachers; What the Rural School can do to Stimulate Agriculture, etc.

THE TEACHING PROFESSION.

Teaching is like the work of the clergyman like the work of the artist, like the work of the healer; it is a work worth doing in and for itself, apart from any concomitant lucre. We have to put up with the lucre because, otherwise, we should not be able to carry on the teaching, neither should we be able to fulfill any obligation to our human kindred. But profit is not the aim; it is not the motive; it is the by-product. Putting it in a nutshell, we may say of a trade that we do it in order that we may earn money; but of a profession like teaching we say that we earn money in order that we may do it. A trade is what we do to live; a profession is what we live to do.

PRACTICAL SUBJECTS.

Most people, if asked what things they wish to have themselves or their children taught, would probably answer, "Things that are practically useful." The teaching of such things always has been and always will be necessary; but it may well be questioned whether the elementary school is the right place for giving it. The elementary school is intended to meet the needs of all, and there are very few practically useful subjects of equal or nearly equal utility to all, reading, writing, and simple arithmetic almost exhaust the list. Moreover, it is now generally recognized that in an era of rapidly changing economic conditions, when applied science is daily creating new industrial activities, and rendering obsolete recently perfected mechanical processes, there is no place for the man who can do only one thing properly; and the "practical man" is now at one with the educationist in asking that the children in our elementary schools should receive an education having as its end, not the acquisition of skill in one or more practically useful arts or crafts, but the development of the power to do

things, the things not particularly mattering, since it is the power to do that matters.

Now, an education for such an end has as its first aim the freeing of the intelligence from the bonds of habit, prejudice and passion, and the training of the mind to accurate thinking as the indispensable condition, not only of scientific and technical progress, but of all political and social advance. Those subjects therefore the study of which best develops the powers of the mind, are the most practical subjects.

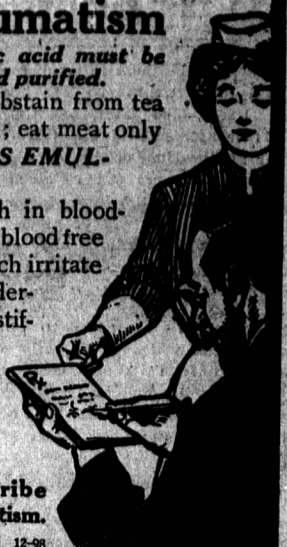
EUROPEAN NEWS

LONDON, Jan. 30 (Special).—A volume crammed with entertaining facts respecting emigrants and the causes of emigration has been issued by the Government. T. E. Sedgwick, who for 20 years was engaged in social work in London, gave this testimony: "A leading golfer tells me that there are 60,000 golf caddies known to the secretaries of golf clubs in this country. I have not gone into the figures but even if there were only 5,000, nobody could say that these boys were all likely to become professional golfers. They are creating the delinquents of the future, unless they are taken away in suitable time. The boys in blind-alley jobs in London number over 100,000."

Mr. Sedgwick also referred to picture palaces and the ideas which boys obtain from films as to the conditions which obtain in Canada. "A boy," he said, "who is supposed to be educated, a junior clerk earning \$3 or \$3.25 a week, went out to Ontario and sent a very well-written letter home, but it contained this passage: 'We do not have to dress here the same way as the cowboys in the pictures.' "I found also in Canning Town be so."

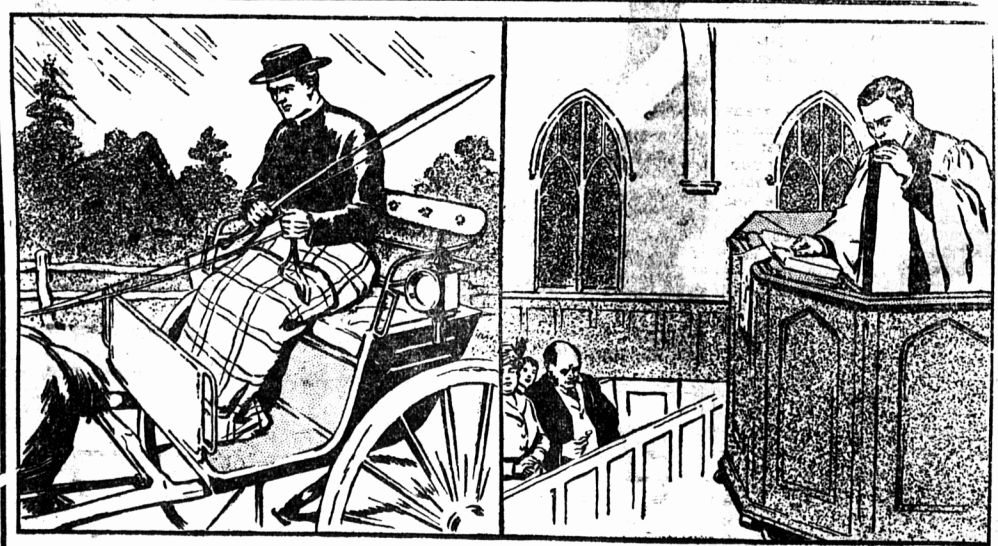
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that the boys were afraid to emigrate because they thought the alternative to their future, if they emigrated, was not to become successful farmers, but to be huffed by a grizzly or scalped by Red Indians. They had seen it in the pictures, and it must be so.

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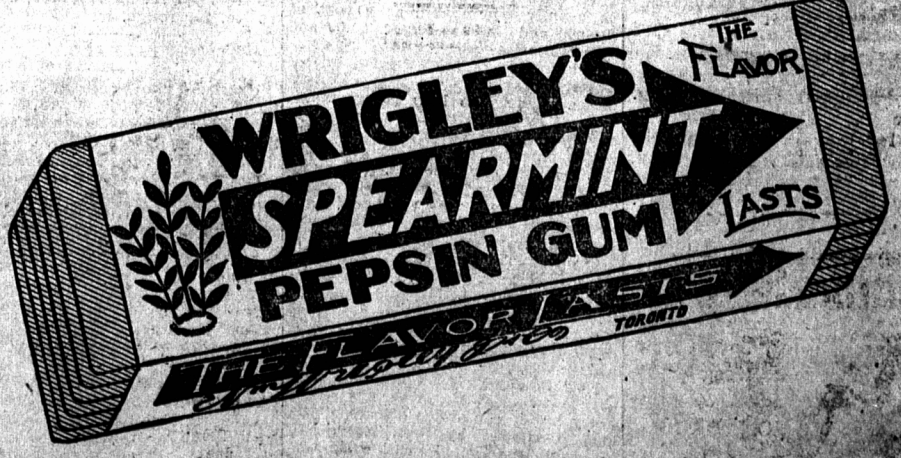
Throat Irritation

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