



SATURDAY, DEC 26, 1903.

APOLOGY.

This being the holiday season, our employees naturally look for a much needed rest, and also owing to the extra rush of business which Christmas always brings with it, we will only publish a four page paper this week and next.

We wish you and yours a very merry Christmas and a happy new year.

THE NORTHWEST REVIEW.

THE SOCIAL EVIL.

From the report published in the Free Press, Monday, 21, inst., the Ministerial Association and the Police Commissioners Board are far from agreeing as to the best methods by which the social evil may be eradicated from Winnipeg. We do not wish to consider the merits or demerits of the argument used by both sides in this all important question; the aim pursued, is one however, in which every citizen who has at heart the moral welfare of our community, should take a deep interest. We therefore venture to express our own view on the matter.

All will agree that in the line of morality it is far more easy to prevent a bad habit from creeping into a man's heart than to uproot it when it has once been implanted in it. In other words teach the young to love purity. Educate them into solid habits of sound morality, and you may not have to face the so intricate question of doing away with houses of ill fame. But do not entertain the hope of ever meeting with success where religion will not enter as your main factor. To make a community pure and strictly moral by appealing only to motives of a social order, pure and simple, may be the way to more refinement in the eyes of some men, but it will certainly never lead to the uprooting of the social evil. The Athenians and Romans of old, were nations of great refinement if you looked at the success achieved by them in the field of literature and art, still, morality with them, although clad in purple and gold was low beyond expression. Their religion which was one simply to fit their evil tendencies, was an incentive rather than a restraint on their passions. It was necessary that Christianity with its severe code of moral laws should take the place of the lax and loose habits which prevailed in the days of paganism.

What was proved so true in olden times is equally true nowadays, because the nature of man's heart is much the same today as it was in ages past. Do not therefore, hope ever to make a success of what some like to style a scientific teaching of morality. As you will never succeed in making men temperate by a mere scientific teaching of temperance, in like manner the craving for lustful pleasures will remain in spite of the most learned demonstrations of the evils which are engendered by immorality. Religion is the only power that can, with some success stay the wave of the social evil.

Now religion can be taught either at home or at church, or at school. But we have no hesitation in saying that as regards the young, the school comes practically first. There is, it is true, a duty incumbent on parents to look after the religious training of their children, but where are the parents particularly in our Winnipeg communities that can or will devote the required attention in this respect to their offspring? It would take a shrewd observer very little time to become convinced of the lack of home training particularly with regard to religion.

Is there much more done at church? We must candidly admit we fear that here again very little can be achieved. Granting that an hour or so is devoted every Sunday to Bible reading or moral teaching, what will that amount to in a year? Then what proportions of our children or youths do attend faithfully their Sunday school?

Not so with school proper. This

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is the place, and the only place, where real influence can be exercised over our growing generation. During 5 or 6 hours out of five or six days of each week the teacher has perfect control over his pupils. He is the one to whom our community must look for a religious training of the young. But under the existing circumstances this has become a practical impossibility. Religious teaching, by being limited and relegated to a half hour between 3.30 to 4 p.m., has lost its attraction and powerful influence over our children.

HOW TO WIN CHILDREN'S CONFIDENCE.

To gain the confidence of children one of the chief things necessary is to show confidence in them; to believe in them not to put them under suspicion, but take it for granted they will do right. Children, as a rule, like to make confidants of some one, but they like also to do it voluntarily.

A confidence cannot be forced, even in the case of a little child, any more than a flower can be caused to bloom by picking open its petals.

In the right spiritual atmosphere, of love and sympathy, a child's confidence will unfold as naturally as a flower in the summer sunshine; but its nature resembles a flower also in respect to its sensitiveness, and its development and confidence must come from within, outward.

Children, as a rule, like to plan their own affairs, and generally they should not only be allowed, but encouraged to do so. Many there are who cannot hear any plan proposed or discussed without at once wishing to suggest or dictate, and who attempt to impose their will and ideas on every one. To children of a sensitive nature, with perhaps weaker will power, it is really exasperating, and often

has a most injurious effect. Suppose a boy is fixing up a play room, and has certain plans for putting up shelves and books for his possessions. In an unguarded moment he confides his plan to his father, and is at once overwhelmed with advice to change the whole plan, and to arrange everything in a different way. The result will be his next plans he will keep to himself. Teachers are often called upon to study the character of children, who seem to wear an impenetrable mask concealing their real feelings, wishes and plans from everyone. Methinks this has been brought about by the too constant dictation of adults, who in their mistaken solicitude wished to oversee, and direct every trifling act and plan of child's life. Shrinking from opposition and argument the child finds refuge in concealment and thus is destroyed the element of frankness which is such a safeguard and also such a beautiful trait in the young.

Parents and teachers have a very important duty to perform in this connection. The child should be approached in his planning in such a spirit, as to induce him to offer us a place in what he is doing. The direction of his work should be watched, a suggestion will be in place, if not a direction. A child may be constructing with his blocks a new building, with spires and towers out of harmony, a suggestion here and there as to its symmetry will be accepted kindly, and in the end may be enabled to see the beauty in the outline that he would not have seen unaided. Some believe that to awe a child into submission is the only way to make an impression upon him that will be lasting, the better way to approach him is to win him through a sympathetic chord, and the first step to this is the gaining of his confidence.

SCHOOL WORK.

We publish in this issue of the Review, and offer as a Christmas greeting to our readers a short essay from the pen of Miss Stella Burns, a pupil of the Academy of the Immaculate Conception. Whilst visiting the classes the other day, the Rev. pastor invited the pupils to write a composition of their own, promising a reward to the successful candidates. Three entered the competition field, but all

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