

though in the end it usually costs the ratepayers more. Somebody failed. Was it the trustee? One trustee who held office for between 20 and 30 years, told the writer that if the people of his district had always voted the money their board asked for they would have been \$10,000 in pocket now, but they turned down by-law after by-law and compelled their board to go on the piecemeal plan in a rapidly growing community, with the above result. That trustee began in a one-roomed school, with a borrowing capacity of \$600, and is still chairman of the same board, operating a plant worth over \$30,000 at the present moment, and still growing.

Then what does a school board have to do in order to always hold the confidence of the ratepayers? We have to look to Winnipeg for a reply, because the writer has no recollection of that city having turned down a school money by-law, although at the same elections

they frequently pass the school by-law and turn down others. The voting on the different Winnipeg money by-laws often shows the keenest appreciation of the situation. Then, how has the Winnipeg school board managed to obtain such implicit confidence? The answer is, because they do things; because they lead public opinion in school matters. The world detests a nonentity, and as soon as it discovers the man with his ear to the ground it will trample him and keep him there, and rightly so. Our trustees' association will be a fizzle and a failure if we do not formulate a progressive policy and make some attempt to lead public opinion, not by trying to force our views on them, but by appealing to their higher intelligence by a persistent campaign for better things, and so hasten the high noon tide of the day that is already breaking. "It's comin' yet for a' that."

THE MODERN TRUSTEE

By W.A.M.

It did not take much of a man to be a school trustee of the old style. His duty was mainly negative. His motto was, "Everything at the lowest price, and efficiency be hanged."

The modern trustee has a positive conception of duty. He is appointed, just as the teacher is, to minister to the welfare of the children. Should either one fail the children suffer, and with them the whole community. The best trustee is always the man or woman who has the clearest conception of the needs of childhood, and who tires not in the fulfilment of duty.

Some of the things children require are these—to be trained to apply themselves to work, to have good habits and refined tastes, to be intelligent, interesting, and alert, to be thoughtful, kind, and open-minded. This is not everything, but it is part of what school-boys and school-girls should have as a part of their equipment.

In order that children should learn habits of good work, they should have

the opportunity of working, both at school and home. Work is not drudgery. It is always joyful activity. If children dislike the school there is always something wrong with parent, teacher, equipment or course of study. The school must be first of all a happy place—and happy chiefly because there is the right kind of work and right companionship.

It is impossible to have the right kind of work without tools—tools for the playground, and tools for the classroom. The tools of the playground are spade, shovel, hoe, rake, and the like, and balls, bats, ropes, swings and sand-pile. The tools for the class-room are books, maps, pictures, and everything that appeals to eye and ear.

Pupils should at school acquire good tastes. This requires instruction and example from the teacher, but it requires also something from the trustees. It is wonderful what a few pictures, flowers, curtains, a rug or two, an aquarium, and a cleanly-kept build-