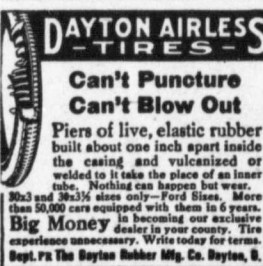


ABOUT RIGHT

On his teacher's request that he give the class his ideas on the subject of "Bravery," little Johnny delivered himself of the following:

"Some boys is brave because they always plays with little boys, and some boys is brave because their legs is too short to run away, but most boys is brave because somebody's lookin'."



kept near in spirit to their boy, so that it is to them he looks for the most sacred and holy lessons of life.

The education of boys should recognize their natural tastes for things that are in action, that are developed by human brains and hands, and that will keep mind and body occupied in most useful ways. Scientific papers should now replace the books and magazines designed for children; they will be read and studied with avidity. What the boy reads will have much to do with shaping his life. Stories of young men who have done great things are always inspiring. Travel and adventure always appeal, for the desire to see the world, to know other places, is strong in nearly every boy's heart.

The ancient Greeks devoted half of their education-time to physical development for they reasoned that moral and mental perfection would be best developed in a healthy body. Training in athletics and in swimming is especially valuable for boys. To be physically strong becomes an object worth self-denial, and is far more effective than any prohibitions of parents can ever be.

While the physical changes from childhood to youth are great, the mental and spiritual nature is going through processes of growth equally rapid and important, and requiring sympathetic understanding by parents and teachers. One of the first things to be learned by parents is to have faith in the boy, to believe that he wants to do what is right, and to expect it of him.

At no time in life does one aspire to do noble deeds, to give great service, more than in the dreaming days of youth. The dreams give the vision which may light the path of their future lives, or which may be dimmed and shattered because in the uncouth, awkward boy the dreams and the visions are buried deep from the sight of those with whom his life is cast. Don't forget it, though, the dreams and the vision are in the heart of every boy who has had half a chance, and only need the touch of inspiration to come out into deeds and acts. It is then that a man or woman, friend or teacher who can see beneath the surface may stir into action the aspirations so deeply hidden. It is then that God becomes real, when the life of Jesus may be made an ideal which will be the inward guide all through life.

Many are the boys who leave school before reaching high school or soon after entering it, but that does not necessarily imply that they are dull or stupid. It does signify that the school is not interesting them as much as other things are. Some of the world's greatest men were counted as failures by their teachers. James Russell Lowell was suspended from college for negligence and inattention. Wagner was a failure in school. So were Byron, Schiller, Wordsworth, Humboldt, and Huxley, while Goldsmith's teacher said he was the dullest boy she ever taught. Isaac Newton was frail and delicate physically, and preferred to make toys rather than to study. Parkman was another of the delicate boys who did not fit into the educational scheme of the school. Countless others could be named, who, if judged by the verdict of their teachers, were dull and stupid and failures, but who, in the school of life, touched the spark of a living interest and became men who gave the world things that were original and worth while. Individuality must be taken into consideration and reckoned with. Because a boy does not fit the prescribed mold is no reason for declaring him stupid.

There are great secrets of God and nature yet to be revealed to men, and they, too, will be given through the living interests of youths who will not walk in the beaten track, but who strike out for the discovery of something that has come to them and which they will strive to develop.

No greater injury can be done to a youth than to map out life for him and force him to fit a certain plan. No outsider, not even a parent, can decide the future or the vocation that a boy should choose. To develop physical perfection, to give true principles of life, to lay the foundations of mental growth, to keep the spirit of comradeship, and to encourage individual choice as to the life work, is the part parents should take. Information they may give, full discussion of all the pros and cons of different vocations is valuable; but in the final



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