



Warren Consolidated School. Six-acre Site and Building Cost Twelve Thousand Dollars.

grounds, are erected and put in charge of the best teachers available. The grounds in connection with Manitoba consolidated schools are from three to ten acres in extent. With the people of the large merged territory coming together with their edu-

cational interests and the children from the consequent larger territory meeting together from day to day, the tendency is to destroy narrowness, sectionalism and selfishness and to produce a broad national spirit which is so much needed in this young nation of ours. The large grounds furnish ample room for playgrounds, lawns, school gardens, and experimental plots for elementary agriculture.

In order to enrich the programme of studies for rural schools, school gardening has been placed on the course, and it is the intention of the Department of Education to further modify the programme to suit the needs of the farming community. Up to date not much has been done in this line in the consolidated schools, as all concerned have been too busily engaged in the work of formation. It will be but a short time until there is an agricultural course in our High schools.

As to the question of cost of maintenance, it has been found that the amount of taxes paid on a section of land is slightly higher in most cases than under the one-room, small district plan, but if efficiency is to be the test of cost, and it should be, then the cost is no greater. Under the old system it was a case of paying large sums of money for highly unsatisfactory results, while under consolidation, if the cost be higher, the results are satisfactory. Not "how cheap," but "how good," is the question.

What has been accomplished in consolidation up to the present is a distinct gain to education. The



The Fifteen Thousand Dollar Plant and Ten-acre Site at the Starbuck Consolidated School.

movement has grown quietly and few are aware of its real extent. In fact many educators have not yet grasped the full significance of rural school consolidation.

Adulthood and the Child's Work

By JAMES L. HUGHES

ALL children enjoy working with their parents until lack of appreciation, or fault finding, or tyranny on the part of one or both parents, robs them of their joy of co-operation.

When children died of contagious diseases, or through the ignorance of parenthood, or by the mistakes of physicians, it was formerly the practice of ministers to say at their funerals: "God has taken the little lambs to his fold." No intelligent man now blames Providence for the results of ignorance, or carelessness, or blunders of parents, or physicians, or neglect by Boards of Health.

Many people, however, still attribute to natural depravity the loss of the intense desire of children to co-operate with their parents by working with them in the home or in the garden or in the field. It is quite as unwise and as unreasonable to blame the child's nature for the wrong methods of the home and of the school in his training, as it was to lay on Providence the responsibility for the death of children from preventable diseases. It is strange that men have so long blamed God or Satan for the natural results of their own ignorance or carelessness. Men have already recognized their responsibility for many of the physical evils that come to their children; it is time that we recognized also that most of the moral evils and weaknesses in the children are also due to wrong ideals regarding their training.

ONE of the basal elements of true moral character is manifested by the child in his tendency to assist his parents in their work. Most parents dwarf this tendency and often destroy it altogether by lack of appreciation, by fault-finding, or by tyranny; usually by all three. Parents should show their appreciation of the efforts their little children make to render loving service in connection with the home life. The little girl three or four years of age who uses her little broom to help mamma to sweep may really be in the way; she may be a hindrance rather than a help; but mamma should never let her know that she is not helping. If she is treated as mother's partner, when too young to be a real help, the co-operative spirit of loving service will develop and become a dominant element in her character. The fact that all girls of four years have the tendency to work before they are able to render effective service, and that so many of them have lost the tendency by the time they leave High School, when they should be capable of giving real help, is a very clear indication of the fact, that parents fail to develop by appreciation one of the strongest elements of highest character in their children.

It is not true that the tendency to render co-operative loving service is a temporary phase in the child's nature. To believe this shows lack of faith in the wisdom of the Creator. The truth is that every good element in a child's nature should grow stronger throughout his life, and that the higher and more important the element is the more rapid should be its development. This is one of the most

vital of the fundamental laws of moral growth. If a power or tendency towards good weakens or is lost in a child there has been failure on the part of adulthood in some department of the child's training. There can be nothing more certain than that the child naturally loves work, and co-operative work, and that this love which should be the basis of his highest moral development grows stronger under proper conditions.

The little boy who is permitted to use his little hoe in the garden with his father is proud and happy. If he accidentally cuts a cabbage instead of a weed most fathers act as though they cared more for a cabbage than for a boy. In such a case there should be no censure, nor reproof. There should not even be caution to be more careful. There should be no word or look that will chill the joyous spirit of loving, co-operative service. "Never mind, Jim, Dad used to make mistakes, too, when he was a boy," will preserve the joy, and deepen the fellowship, and develop the working partnership between son and father. Some specially decent fathers would even cut off a cabbage soon after a boy had made a mistake so that the boy might not become discouraged. "Now we are a tie, Jim, with one bad mark each, let us see who will have the best score when we are done," will make Jim more careful than any form of censure, or even the kindest and most considerate advice "to be careful"; and what is of infinitely more importance, it will preserve and develop Jim's love of working with his father.

MOST parents fail to look at the child's work from the child's standpoint. They value the child's work according to adult standards.

They think of the thing produced instead of the character developed by the effort the child has made, which should be still further developed by the appreciation they show of the result of his efforts. The kindergarten child brings home the first day she is in the kindergarten a form of beauty which she has made by pasting the triangles of the "first cut" in symmetrical order around a square. The foolish mother says, when she looks at her child's work, "Well, I don't see any use in making that." The good-natured mother says: "That is pretty, dear," and pays no more attention to it. The wise mother says: "Thank you, dear, for making this for mamma," and puts it on the mantel in the parlour, and shows it with enthusiasm to papa when he comes home, and to her visitors, when they come to see her, and always when her little girl is present—for wise mothers keep their little children with them in the parlour.

Thoughtless and unsympathetic adults often dwarf their children, rob their lives of vital interest, and make them inertly negative instead of aggressively positive, by indifference, inconsiderateness, and criticism based on adult standards, instead of the standards of young children. The child knows what he is trying to picture or make, and to him

his incomplete or imperfect production is more interesting, and more genuinely expressive than great works of art adapted to adult standards can possibly be. The adult parent or teacher may see neither use nor beauty in what the child brings to him. This fact can never justify destructive criticism. The product should be judged by the adult from the child's viewpoint, and by his standards. It is not dishonest to speak appreciatively of the beauty the child sees in what he has drawn or made, though the adult sees nothing but confusion in the crooked lines or badly-matched joints.

ONE of the leading women of her time in the United States told me the following pathetic story of her own experience:

"When I was four years old I made a drawing for the first time. I had revealed on paper the vision I had in my mind. It was the first time I had ever done so. I was conscious of a new power. My heart was full of joy. I ran to my mother to share my happiness with her, and to have my joy multiplied by her appreciative words and smile, I hoped even for the mother's embrace of affection and pride at my success. I held the drawing before her, and waited hopefully for the look of surprise, and the kindling smile I expected, and for which I so ardently longed. No smile came. She looked at my great picture—it was wonderful to me—and then she coldly said: 'Well, if I could not draw better than that I would not draw at all.' My mother was not a harsh woman. She meant to be kind always to her little girl, but she put a barrier between my life and hers that day that has never been completely removed."

Had the mother but realized the conditions from the child's standpoint, she might have kindled the soul that she chilled, by a sympathetic smile, and touch, or by simply saying in kindly tone: "Thank you, dear, I am so glad you like drawing. I shall get you some colours and brushes, and some good paper, on which you may paint pictures for papa and me."

The only adults who are fully qualified to treat children with due respect and consideration are those who can clearly remember their own feelings and thoughts on the epoch days of their boyhood or girlhood. "I guess that fellow never was a boy" may be appropriately said by boys of most adults with whom they unfortunately come in contact. We should often live our child life over, "lest we forget."

ALL boys love work. They naturally love to work as much as they love to play. Adulthood in the home and in the school has in the past to a very large extent robbed the child of his natural love of work, and then sneered at him because "he will play all day and not get tired, but if you set him to work he gets tired in an hour."

If we treated play as we have treated work, boys would dislike play quite as much as they dislike work. If a father at six o'clock in the morning ordered his ten-year-old son "to get up quickly and