

culture. Next year it will offer a full year's course, and second class work will be taken up there as well as in Winnipeg.

Night school grants were paid last year to ten centres at the rate of \$1.00 per night. This year this number has been considerably increased, though full returns are not yet in from all the schools where such classes were offered.

Five High Schools, viz., Stonewall, Teulon, Holland, Roblin and Dauphin, offered courses in agriculture for the older boys in farm homes who had dropped out of school, and found it uncongenial to work side by side with students much younger than they.

BOYS' AND GIRLS' CLUBS

In this work the Department of Education is co-operating with the Department of Agriculture, and contests have been arranged in farm mechanics, fodder corn growing, pig raising, potato growing, poultry raising, bread baking, sewing, canning and preserving.

Over 1,800 boys and girls were engaged in competitions of this kind in Manitoba last year, and it is expected that many more will compete during the coming summer.

The work of organizing these clubs is now in charge of Mr. S. T. Newton, formerly head of the Technical Department in the Kelvin School.

SCHOOL FAIRS

Last year there were upwards of 40 fairs held in the province, where the children competed with their products. These fairs aroused a great deal of interest, not only amongst the pupils, but amongst the parents and rate-payers, and it is believed that their number will be largely increased.

THE SCHOOLS AND THE WAR

During the year the Department has distributed or is now distributing:

- (1) The Dominion Government Blue Book.
- (2) Box of pamphlets (enough to send several into every home in the district).
- (3) Circulars and subscription forms for Red Cross contribution have been sent out to all schools, and the hearty co-operation of the teachers is requested.

THE MORAL EMPHASIS IN MODERN EDUCATION

Rev. W. J. Hindley

My subject has been announced this afternoon as "The Moral Objective in Modern Education." This, however, can be stated very briefly. Self-discovery, self-respect, self-control—these three things comprise the moral objective of education. I may say that my subject is: "The moral emphasis in modern education," and not "the moral objective."

There is need of this moral emphasis, not only in our educational relationships but our industrial and commercial association and our political life. The need of our times is

distinctively a moral need—greater in this time of stress than ever before in the history of the world. I need not take up your time by going too deeply into the psychology of the mob, but I would just like to point out the difference in our attitude toward the individual and the group or association of individuals. You take ten men, and these ten men together will do certain things that not one of those ten men by himself would do, owing to a certain element, either a plus element or a minus element, of our moral and ethical world that is very hard to account for. We talk about our "soulless corporations." There is an impersonality about a corporation that causes individuals to feel toward corporations very differently than they feel towards each other. If you ride in a street car, for instance, and the conductor does not take up your fare, you do not feel guilty because you did not pay. You have the feeling that, if you can get ahead of the company, you are quite justified in doing so. Men who will not take a nickel from anybody, so to speak, will take all they can get from everybody. People who would not even think of robbing the individual would cheerfully rob the group, and not think they were robbers or pirates when they did it.

That is the attitude out of which arises the problems that face our great social movements today. That is why it is almost impossible to administer the affairs of state or province upon the same careful, economical and efficient basis as private business. That is the reason why nearly every public building or enterprise on this continent today costs more than those engineered privately. You would be surprised how impersonal, in this respect, is the attitude of people even toward their own city. Things cost from 25 to 40 per cent. more when people know that we are buying them "for the city."

Now, I speak of these things because they are the expression of a very acute situation, the solution for which must form the very foundation of our movements for community betterment. We are facing a very critical time in the development of the moral and ethical life of our people; and if there is one institution more than another where we can begin reconstruction, it is in our public schools. The fact is, that the spirit of our day is the spirit of individualism.

You go into the average community, and you find in perhaps a very small town five or six churches and perhaps two public schools. What I look forward to is the time when, in a community of that size, there will be only one church and one school—when our schools will be so truly Canadian that in them we will be laying the foundation of our future Canadian community life.

If you believe with me that morals is simply a sense of right relationships, and consists in the duties of life rather than the following of rules, then you will agree with me that the public school must proceed along general rather than specific lines. I believe