

The Waterdown Review

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NOTICE

**Three Second-Hand
Gray-Dort Cars
For Sale
Call and See them**

**Gallagher's Hardware
Waterdown**

**We are receiving large
shipments of
SPRING SUPPLIES**

**Formaldehyde for smut on grain and
Potato scab**

**Royal Purple
Baby Chick Food**

**Zenoleum, Disinfectant and Loose Killea
in all sizes, 30c, 60c, \$1 and \$1.75**

**Colorite Hat Dye
Makes my lady's last year hat into a new
spring lid**

PER BOTTLE 35c

**W. H. CUMMINS
Druggist**

Phone 152

Waterdown

Will Broaden Education

Some Points Suggested by Hon. Dr. Cody.

Although education is one of those subjects which, in Canada, have been discussed "right through the war," still, now that the fighting is over, discussion on this all-important question tends to become more practical and immediate. As Walter Bagehot used to insist so emphatically, it is one thing to criticize and propose when one is under no obligation to act on any criticism or proposal, and quite another thing to do so when one is under immediate obligation to translate one's words into acts. During the war every education proposal was launched with at least one postponing clause attached. But to-day any proposal may be practical politics. It is for this reason, amongst others, that the statement recently made by the Hon. Dr. Cody, Minister of Education for Ontario, is specially important. Dr. Cody's statement would at any time have been an interesting contribution to the consideration of a great subject, but as a preliminary statement of actual policy it has, of course, an interest all its own.

Dr. Cody covered a wide field, but it was welcome to find the Ontario Education Minister placing in the very forefront of his statement the question of the more general extension of the elementary school. There had come, he insisted, a far more general realization of the fact that education does not stop "with the boy and girl age," and that a further compulsory period should be introduced. Important and essential everywhere, such a provision is unquestionably specially important in Canada, with its very large foreign-born population. If the ideals of Canadian citizenship are to be really and effectively inculcated, much more is called for than the primary education of the boy and the girl. As Dr. Cody well pointed out, it is absolutely necessary that the foreign-born elements shall receive a "real education in British ideals and citizenship."

Then Dr. Cody was emphatic also on the position which women should now be called upon to fill in education. Women, he declared, had won their right to take their share in the counsels and government of their country, and in no national activity could they lend their aid with more certain effect than in the matter of education. He hoped to see women everywhere accorded places on school boards and boards of education, and thus enabled to place at the service of their country a special ability which they undoubtedly possessed.

Perhaps the most important of all the points touched upon by Dr. Cody was the question of the payment of teachers. Those who really appreciate the unique national importance of education must have recourse, again and again, to this subject, and to the insistence that if the educational profession is to have the standing and attract to its ranks the men and women it most needs and ought to demand, the standard of payment must be very much higher everywhere than it is at the present time. The key to all the problems is indeed the teacher. It is the teacher that counts, and without good teachers the most perfect system of education must be of little avail. "The time is ripe," Dr. Cody declared, "and the people both in city and in country are ready to pay better salaries, and are realizing that it is very much worth while to spend money for the securing of better conditions under which to develop their children." Those who have been following with any care the recent history of education in Canada and other countries cannot fail to agree with Dr. Cody here. The time has already passed, or is, at any rate, rapidly passing, when any salary may be thought good enough for the school teacher, and it can scarcely be questioned that an education body courageous enough to pay its teachers adequately, to-day, can count upon a very wide and sincere popular support.

Horses for Soldiers.

A large number of horses are required for soldiers who take up land under the land settlement scheme, and H. G. Williams of the Live Stock Department, Soldier Settlement Board, is in Saskatchewan making arrangements for stabling as well as for purchasing the horses that will be required. According to Mr. Williams a large number of good general purpose horses suitable for agricultural work will be required, Saskatoon and Regina to be distributing points for the province, and about five hundred horses will probably be sold to returned soldiers from each distributing point.

Indian Poetry

Important Collection Entitled "The Path on the Rainbow."

Mary Austin, the novelist, has been carefully studying the songs and chants of the North American Indians for several years, and she recently published an anthology of this primitive poetry, to which she gave the title "The Path on the Rainbow," which will interest everybody who has paid any attention to Indian lore. "The Path on the Rainbow" does not lend itself readily to review. One might go about the task in the thoroughly businesslike and justly academic manner adopted by Mary Austin in her introduction to the book. One might profess to discover, and, indeed, might discover the golden thread of development running through this extraordinarily primitive verse, and one might or might not arrive at the conclusion which Miss Austin arrives at that the "poetic art in America at the time it began to be overlaid by European culture had reached a mark close to that of the Greeks at the beginning of the Homeric era." On the other hand, one might end by questioning whether there were any standards by which this strange song-dance-verse could with justice be judged. As it appears before us in the cold black and white of a translation, at best, a sorry third of itself, whatever that self may be, it must be honestly confessed that much of it is frankly meaningless; and that much more of it is a simple repetition of simple statements of fact, without any effort to do more than to call up the picture which each reader has of these facts in his own chambers of imagery.

Some of it, however, and this renders the search for it so extraordinarily worth while, has all the attributes of true poetry.

My children, my children,
It is I who wear the morning star
on my head;
I show it to my children,
Says the Father.

It is vers libre, of course, but vers libre of a very high order, and all may understand and appreciate it. Or again, take the first few lines of the poem entitled "The Wold Woman's Lullaby":

What shall I sing to thee, Babe on
my back?
Song of the Eagle that mates with
the storm!
Hi-i-ri-ki! Ri-ek!
The wild gale is weeping, driven be-
fore him
To his nest on the black lone mast of
the night;
Swinging, swinging, far out, high
out, over the sea!
Hi-i-ri-ki! Ri-ek!

It is instinct with the true poetic spirit, abundantly free, tremendously concentrated on the expression of one idea and universal in its appeal.

There is much more like it. And yet a careful study of the book must convince one that the ordinary man, trained in the literature of the West, is not fully equipped to appreciate Indian poetry. What the poems really expressed to the Indian, when to the words was added music, must call up in every cadence a thousand recollections, and to the music the rhythmic motion of the dance, it is quite impossible for the reader to gather from the beautiful translations which the book presents him. "Verse is to the Red singer but a shorthand note to his emotions, a sentence or two, a phrase out of the heart of the situation. It is the inside song alone which is important. Says the medicine man, explaining these matters, 'You see, Injun man singin' an' cryin' while he sing. It ain't what he singin' make him cry; it's what the song make him think, that's what he cryin' about.'" So remarks Miss Austin in the course of her introduction. As an explanation of Indian poetry it could not well be improved upon.

Curing Influenza.

A doctor was called to attend an Irishman and his wife. Both were suffering with severe colds, and, fearing they would develop influenza, the medical man ordered "two grains of quinine and a swallow of whisky every three hours." Calling the next day, he found the man up and about, but the wife was still in bed. "Did you follow my instructions?" said the doctor. "To the letter, sorr!" replied the husband. "How much quinine have you left?" "Sure, Oi tink she have taken the whole av' it!" said the Irishman. "And did you take it, too?" he was asked. "Nivir a bit!" was the reply. "Begorra, it kept me busy takin' the whisky every toime she took a pill, an' sure she's in bed an' Oi'm up!"

Ontario Creeds

What the Boys and Girls of This Province Are Thinking.

After talking with thousands of boys and girls in rural districts of Ontario, Dr. Creelman has drawn up a fair representation of what is in their minds, which he has embodied in the following Ontario boys' and girls' creeds:

Boys' Creed.

1. I believe that life in the country can be made just as pleasant and profitable as life in the city.
2. I believe that father and I can form a partnership that will suit both of us.
3. I believe that if I kill every weed on my father's farm we shall be well paid by the increased crop alone, to say nothing of the benefit to our neighbors.
4. I believe that by careful selection of our chickens I can double the output of the flock.
5. I believe that by introducing alfalfa on our farm that we can keep twice as many domestic animals as at present.
6. I believe that by keeping twice as many animals we will be able to grow much larger crops of alfalfa and other things.
7. I believe that by planting shade trees, growing flowers, shrubs, and keeping a tidy homestead that we will be better contented and happier in every way, and our farm will increase in value.
8. I believe not in luck, but in pluck.
9. I believe that farming is a most honorable calling, and having decided to stay on the farm, it is my duty to make the best use of my time, now in school, that I may be the better farmer in the days that are to come.
10. I believe in working when I work and playing when I play, and in giving and receiving a square deal in every act of life.

Girls' Creed.

1. I believe that I have a right to be happy every day.
2. I believe that God's blue sky and God's green earth are a part of my inheritance.
3. I believe that I have a right to love little chickens and ducks and lambs and puppies as well as dolls and ribbons.
4. I believe I would love to keep house better than anything else, and I only wish they taught housework at school.
5. I believe that keeping a garden all my own would be great fun, and I believe that I could be happy in giving away flowers and in cooking the vegetables that I raised myself.
6. I believe that I could study real hard at my grammar and geography and arithmetic and spelling if I could do cooking or sewing with the other girls in the afternoon.
7. I don't want to go to town and leave my father and mother and my brothers and sisters behind while I live in the city, for I know I will miss them all, and the trees and the creek and the green grass and the old woods and everything, but, oh! I don't want to stay at home and do nothing but wash dishes and carry water and do the chores, and grow old like auntie. I want to laugh and love and live.
8. I believe I can learn to sew and cook and do laundry work, and do them well, and I want to learn them, and I want to do them well.
9. I believe in the square deal for girls as well as boys, and I want everybody to be happy all the time—the old as well as the young.

A Popular Move.

In adopting the suggestion in favor of standardization of potatoes, the Ontario Vegetable Growers' Association, at their annual convention, made a move that, as well as being in the direction of an ultimate benefit to the industry, should go to make the association popular with the home consumers of potatoes, which means almost the entire population of Canada. No other product is so widely used, nor so poorly prepared for market as is the potato crop, and growers may rest assured that a guarantee to the consumer that his purchase of this staple will be according to sample, will result in a much stronger market for potatoes. Since it must be admitted that the loss entailed in accepting potatoes of mixed quality has become very generally realized since food products of all kinds began to increase greatly in price with the outbreak of the war, and as consumers in general have learned the lessons of looking for the most possible in the way of actual food value for the money expended, potatoes will have to stand comparison in this regard, with whatever other food is capable of giving the desired results.