

the joy of work well done, and the prize money—follow.

If the boys and girls of our province learn industry, that alone will pay for our efforts, for modern life with its luxuries does not tend to make the youth of to-day independent and efficient. There is the difficulty of the child whose parents or older brothers and sisters will do the work for the child, and show it as the work of the pupil. There the school and the teacher can bring in the proper influence. Fortunately, cases of the above are rare, for most parents realize the injury to the child, and I might add—don't be too quick to suspect a child. I was brought to suspect a child who had grown 149 lbs. of potatoes from 4 lbs. of seed this year. I gave the child her first prize without question, though two weeks later I met her father. He told me how he had shown her how to cut the eyes out and plant them, one in each hill, three feet apart each way, and how she had thus secured a good yield in spite of the unfavorable year.

That half-heartedness earns no reward is forced strongly home to the pupil who wins no prize or a low one, at the fair, and I think the shame of a poor bit of work will remain long in the memory.

Many boys, and girls, too, are finding in the chickens, or in the garden or kitchen, something interesting to do which will save idle moments, worse than wasted, on the street.

The reasons for the splendid composition work in describing the work done by the pupil comes from the first-hand knowledge the pupil gets in doing the work.

That arithmetic of the kind we want is being taught is shown by the enclosed record card taken from the *Treherne Times*. This boy was sweepstakes winner at our fair this year.

The club brings manual training and domestic science to the country district.

The directors and entry clerks as well as branch club secretaries learn business methods and business correspondence. I have been much impressed by the splendid work of all these officers,

especially the branch club secretaries.

Now I come to the Fair day. This is getting to be a great big event in the lives of the school children. The boys who used to organize and carry out the Sports Day in the country town and village are at present engaged in more serious business over there in France. The sports day has almost completely gone from Manitoba towns. This fair is destined to take its place, at least till the boys come back. It can be made to include all that the sports day did, and more, too.

It is a get-together day for schools. It drags schools from the ruts of monotony, gives them new ideas, and new ambitions, it brightens up dull routine, and creates an activity, the results of which are something tangible, and can be seen on fair day. Competition in school work, club work and sports must have the very best of results.

It is a get-together day for pupils. It enlarges their acquaintance. They find that such a nice day as fair day is connected with school work, and that, after all school means a great deal to them. Of course we must not forget the refreshments which every youngster connects with a real good time.

It is a get-together day for the grown-ups. A lady was heard to remark at the fair this year, "I thought this was a children's fair; it seems to me the older ones are taking even more interest than the children." A young man took his father to the fair in September. Rain came up and he went to get his father, for they came in an auto. The father was enjoying the fair so much that the young man had to wait, and as a result went home with his chains on the car. There is nothing like a school fair to bring the parents into touch with the school and its work.

This work is grouping the districts around central points. These are ideal consolidation groups, and it is only a step to consolidation from this grouping.

And now I come to my last point. I believe this work is making the place in the district for the teacher that should have been hers long ago. Too