

sophically, and then they herald themselves as true discoverers of a new idea. All of this is quite harmless, but it is very, very common. It may be taken for granted that at every convention for the next fifty years some one will be urging school reforms that have already been commonly accepted and partially adopted in all civilized lands, and the same comment will be made by the audiences—"Nothing new! Nothing new!"

There is, however, a possibility of true advance in education even in Manitoba. One can say this without finding fault with what exists and without calling names. There must be continual advance in education as in every other field. It is only a question as to the form and nature of the advance.

The Convention

The trustees of Manitoba have just held their annual convention. In every way it was a great success. There were present about four hundred trustees, and some of them brought their wives and members of their families. The addresses were particularly wholesome and instructive. Special mention should be made of the speeches of the Minister of Education, Principal Reynolds, and Dr. Harvey, of Wisconsin. The trustees are to be commended for bringing into the province at their annual meeting each year a man of outstanding ability in education, a man who stands for some definite idea. Dr. Harvey believes in an education through doing—an education that connects the school with the activities of life. Principal Reynolds touched on the same subject, pointing out how necessary it is that the subject of agriculture should be taught in the high schools. If agriculture is to be emphasized in the rural

school it must be taught in the secondary schools to all the students in attendance. There must be on every high school faculty men or women who have taken a course in agriculture. We cannot attain this ideal in a year or two, but we can reach it by slow degrees. It is a wholesome sign that teachers and people everywhere are beginning to recognize that education should supply the needs of the people rather than give them merely a knowledge of books. The doctrines advanced by Dr. Harvey and Principal Reynolds are not new to Manitoba, but it is a good thing to have men of such calibre enunciate their views so clearly and forcibly.

Making a Living

Let it be taken for granted that school education should fit people to live and to make a living. There appears to be an assumption that the school, through vocational training, can prepare boys and girls to make a living. There is no doubt at all that this assumption is well founded. The high schools particularly can do something of value, but they will not do it merely by giving instruction or by imparting skill in a trade or a vocation. More important than skill and knowledge are moral character and well-established habits. The old Scotch schools ever recognized this, and Canadian schools have recognized it. We sincerely hope that they will not forget it at a time when everybody is clamoring for a practical education, or an education that will fit boys and girls to earn dollars. We know from history that the nations have declined that have failed to emphasize the importance of moral qualities in their youth, and we would not have the people of this province make any mistake in this regard.

"The measure of prosperity is income; the educational means for its attainment is training for efficiency." De Garmo, Secondary Education, page 3.