

Permit me also to quote from the writings of David Grayson, the beloved philosopher of the country life: "Is not the prime struggle of life to keep the mind plastic? To see and feel and hear things newly? To accept nothing

as settled; to defend the eternal right of the questioner. To reject every conclusion of yesterday before the surer observations of today?"

ARE WE TAKING ADVANTAGE OF OPPORTUNITY?

By Thos. Foye.

Lord Kelvin said, that the first object of an education is to enable a man to live, and the second, to assist other men to live. No one will doubt the truthfulness of this statement. However, Lord Kelvin did not mean that a man lives who receives enough to eat and drink, and has clothes to wear and a shelter from the elements. No, millions receive all these things and yet do not live. Lord Kelvin was too big a man to be satisfied with less than Herbert Spencer, who defined education as preparation for complete living. Are we taking advantage of the opportunity given us as teachers to prepare our boys and girls for complete living? Bishop Hunt said that opportunity with ability makes responsibility. There is no other profession that offers such wonderful opportunities as does ours. There is no other profession that assumes as great a responsibility. What greater responsibility could anyone assume than that of teaching our young boys and girls, for that which we teach today will affect generations yet unborn? The charge assumed by a teacher is second only to the sacred office of parentage. I take it for granted that all who undertake to teach have the ability and the desire to do so. I hope that what a young lady told me some time ago is not true of many teachers. Her statement was that among her acquaintances were some who confessedly had no interest in the work and actually disliked it. For herself she said that nothing could be more interesting than teaching. She went on to say how wonderful were the children and recounted some of the sayings of the little ones. I did not need to be told that she was enthusiastic. All that was written on her face.

Since coming to the City of Winnipeg some nine years ago, I have had the privilege of working in several of the schools. In fact the first work I did here was to take charge of the electrical installation at Greenway School. During these nine years I have talked with many teachers and have always been impressed with their enthusiasm for the work. True, teachers have complained not because of the work but because they believed that under certain conditions they could do more and better work.

We hear nowadays a good deal about what some term a "broad education." What a broad education is, I do not know, but I feel quite sure that if such an education means a smattering of everything, it is not only wrong but mischievous. What could be more dan-

gerous than a superficial knowledge of electricity? In fact, it is universally recognized that such is the case and laws have been enacted all over the world prohibiting anyone from tampering with or installing any electrical device, except proof can be furnished of a working knowledge and understanding of the basic principles of the work.

I have no doubt that a little knowledge of any profession or trade is just as dangerous, although the danger may not be so apparent. It is not possible to learn to do more than one thing well during our stay on this earth. The greatest asset to a nation is the man who is master of his work. We must specialize if we are to hold our own with the nations of the world. No nation can long deserve respect that allows the material for a good artist, engineer or scientist to be thrown away because his parents could not afford to provide what the nation itself, in its own interest, ought to have provided—a good education. I am sure every teacher here knows of some boy or girl who is now engaged in work for which he, or she, is not fitted.

This great country will offer undreamed of opportunities for technically trained men. Amateur work is no longer of any value. We need a corps of young, scientific men trained in all the knowledge upon which the great basic industries of the world have been built. Are we turning out men capable of developing this—the last great undeveloped country? Some of our leading men claim that the time is near when we will be forced to electrify all our railroads. They should be electrified now because energy to the extent of millions of horsepower is going to waste. Conservative estimates place the undeveloped water forces of the Dominion at 25,000,000 h.p. The use of 25,000,00 h.p. for one day is equal to the energy that would be produced by 300,000 tons of coal. It is foolish to talk about a shortage of fuel in the face of such conditions.

As teachers, we are well aware that our work does not and cannot stop at four o'clock and if we are to live up to our opportunities I would like to venture the suggestion that this Section and the Associations represented in this Section voice publicly their approval of such measures as are attempted from time to time in the interests of the community by way of the development and conservation of our natural resources.