

## SUFFERING OF YOUNG WOMEN

This Letter Tells How It May be Overcome—All Mothers Interested.

Toronto, Ont.—"I have suffered since I was a school girl with pain in my left side and with cramps, growing worse each year until I was all run down. I was so bad at times that I was unfit for work. I tried several doctors and patent medicines, but was only relieved for a short time. Some of the doctors wanted to perform an operation, but my father objected. Finally I learned through my mother of Lydia E. Pinkham's Vegetable Compound, and how thankful I am that I tried it. I am relieved from pain and cramps, and feel as if it has saved my life. You may use my letter to help other women as I am glad to recommend the medicine."—Mrs. H. A. GOODMAN, 14 Rockvale Ave., Toronto.

Those who are troubled as Mrs. Goodman was should immediately seek restoration to health by taking Lydia E. Pinkham's Vegetable Compound.

Those who need special advice may write to Lydia E. Pinkham Medicine Co. (confidential), Lynn, Mass. These letters will be opened, read and answered by a woman and held in strict confidence.

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## OF INTEREST TO TEACHERS AND PARENTS

To the Editor of The Gazette: Sir:—As the schools have just reopened, I wish to make a few remarks re the above subject. I am an Old Country teacher with long experience in an English school, and I very strongly condemn the system of home lessons that is in existence in this city. A child is sent to school to be taught. Why send them home to be taught by their parents after school hours? No matter how much these parents know, or how willing to impart knowledge, how few of them are teachers! Teachers are (or should be) taught to teach, and everyone to their business or profession. When a man has done his day's work, no matter in what capacity (like the children) he needs his recreation at night, and ought not to be worried with children's lessons. I say nothing of the poor mother, who is harassed all day with all kinds of duties. Imagine the child, who, after school, has to "tackle" two or three hours home work, often about subjects, about which, he (or she) is totally ignor-

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ant. Say, if a child is learning to play an instrument, where is the time for practice, or where has an older child time to help a tired mother in the evening; last, and by no means least, where is the child's time for play? Childhood is the time for play; no time for play for the school child of Montreal.

Home lessons, like all other lessons, to be effective, must be carefully corrected. How can any teacher with justice to herself or her pupils correct the individual home work of thirty or forty children? I have been a successful teacher all my life, but I would not attempt it. If teachers and children do their duty during school hours, home work would be unnecessary and education much better. In English schools, where education is paramount, there is little or no home work. I know in this letter I am attacking a system that is general throughout Montreal. I am speaking chiefly in the interests of the children whose champion I have always been.

I know there are times, bad weather, etc., when children require the use of books. When a child has a good reading book he or she can always spend an hour to advantage, reading learning spelling, meanings of words, etc. Again, why not encourage a taste for reading good, light literature, "which is always knowledge gained, and, if these books are well chosen, how much of history, travel, and elementary science may be learned from them, which is far more interesting than writing columns of spellings, etc., which injures eyesight and nerves, without very much benefit. The latter point is well proven by the laxity of education in this city. The eye and nerve strain were exemplified to me a few months ago, when I heard a little child of nine years of age say, after "pouring" over home work: "Oh, mamma, I can't do any more, I can't see it." This decided me (with the editor's courtesy, to express my opinion on home lessons.

Yours truly,  
A. R.  
Westmount, Sept. 14th, 1921

## SCOUTING

The practical aspect of Scouting will be seen in its Law. Of its ten actions, the one most evidently practical is most frequently emphasized, his is the Good Turn to Someone Every Day." The Law in full follows:

1. A Scout's honor 's to be trusted
2. A Scout is loyal to the King, his Country, his officers, his parents, his employers, and to those under him.
3. A Scout's duty is to be useful and to help others. A Scout must endeavor to do a good turn to someone every day.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders of his parents, patrol leader, or Scoutmaster without question.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty. He does not spend needlessly; he saves against a rainy day," must create a "next egg which" may some day help to start him in business, or send him to college.
10. A Scout is clean in thought, word and deed.

There are four classes of Scouts, Tenderfoot, Second Class, First Class and King's Scout.

The following are some of the practical tests passed by boys qualifying Tenderfoot Scouts, and as Second Class Scouts:

- Know the composition and history of the Union Jack and the correct way to it.
- Be able to tie and explain the special use of six specified knots.
- Have a practical knowledge of elementary First Aid.
- Know the Semaphore and Morse Signalling codes.
- Follow a track a half mile, or describe the contents of a shop window, remember 16 out of 24 articles observed for one minute (to develop observation and memory).
- Go a mile in 12 minutes at Scout's pace (alternately 20 steps running and 20 steps walking)—to develop endurance, judgment and self-control. The distance must be covered within 30 seconds of 12 minutes—not more, and not less.
- Lay and light a wood fire in the open in any weather, using not more than two matches.
- Cook a quarter of a pound of meat and two potatoes without cooking utensils, over a camp fire.
- Know the sixteen principal points of the compass.

The above tests are expanded and others are added for the boy qualifying as a First Class Scout. By meeting further tests the First Class Scout may become a King's Scout. When older he may become a Rover Scout.

Scouting is strictly non-sectarian in principal and character. Its programme, however, may readily be used as supplementary to that of any church or other religious body. A large percentage of Scout Troops are connected with churches, these being of all denominations.

Obviously anything that benefits the boy, the future citizen of a community—benefits that community. This is an aspect of Scouting frequently overlooked. It may also be pointed out that the Boy Scout's Association is not concerned merely in the creation of Boy Scout Troops; that the organization of a Troop is not the only end sought. The position of the Association is that of standing ready to provide any community with a tried and proven means of solving the community boy problem. When called upon, Provincial Headquarters of the Boy Scouts Association will furnish the information, literature and general guidance necessary to the carrying out of this tried and successful programme.



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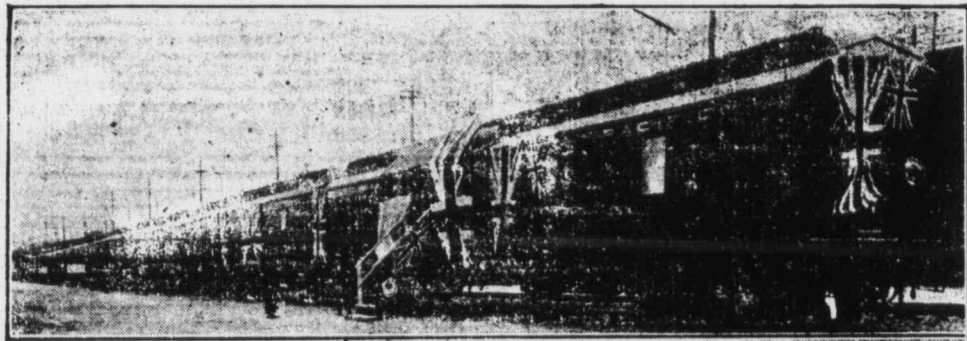
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## Old France in Canada



A Made-in-France exhibition train is now touring Canada, over the Canadian Pacific Railway. It was opened at the C. P. R. Place Viger Station, Montreal, on August 29th, amongst those present being Premier Arthur Meighen, Mayor Martin of Montreal, and Senator C. P. Beaudin, who organized the bringing of the French exhibition goods to Canada and the tour of the train throughout the Dominion.

The object of the train carrying French goods is to promote cordial, social, and commercial relations, reciprocally advantageous to both countries.

The train consists of a baggage car, eight exhibition cars, a tourist, a diner, and two sleeping cars. The eight coaches of the train carry goods representative of:

- (1) The intellectual development of France;
  - (2) Industries, commerce and tours;
  - (3) French styles;
  - (4) Leather industries;
  - (5) Chemical goods, perfumery;
  - (6) Instruments of various kinds, electrical goods, toys;
  - (7) Agriculture, horticulture, food;
  - (8) Jewellery, objects of art, clocks, watches.
- But this list only gives an idea of the hundreds of things on exhibition. In the tour of the Dominion the train will travel a total of 7,992



(1) "Made in France" Train at Place Viger Station.  
(2) The car illustrating "The Intellectual Development of France," put up by the "Ministere des Beaux Arts" of France, in which the public can see some fine paintings and pieces of sculpture.

During the four days which the train remained in Montreal it was visited by thousands of interested persons. It was a huge success for the Toronto Fair and is attracting large numbers everywhere it goes through the country.

A member of the staff of the Canadian Government commercial intelligence service is travelling with the train, partly in order to study the results obtained from a business point of view. The information gleaned is to be used in fixing up the "load" of Canadian products which it is stated is to be sent later on to four France and probably the United Kingdom and other European countries.