

and literature of his own race. We love Canada, because its life and the life of Canadian people, is our life.

Coming into Canada some twenty years ago, the Ruthenian immigrants were penniless and uninformed of the ways of new land. With them, it was a question of bread and butter. Consequently the importance of education was overlooked. Therefore even now, in view of European hostilities, and eventually all that has been said about us in the press, we Ruthenian teachers find ourselves in an unenviable position. To give true illustration, we are yet in position of Ugly Duckling in the yard. But Canada is a people's country, full of opportunities, and Canadians are kind people. We extend our hand to them, and wish them to know that we are in one with them. We see

our defects, but we are willing to make good, get higher qualifications, and have our teaching equipment as efficient as possible, and we sincerely desire that the Canadians know us as we are. We do not ask for more.

In conclusion, I wish to express a vote of thanks on behalf of the association especially to Mr. C. K. Newcombe, W. A. McIntyre, Mr. Belton, Mr. Hall-Jones and Mr. Cressey for their able and inspiring addresses delivered to the convention. Certainly it gave us comfort, enthusiasm and self-reliance to hear the words of approval, sincere advice and encouragement from these gentlemen, who are teachers' friends. We shall go forth and, with our augmented store of knowledge and more vigor, work during this school year feeling grateful and hopeful.

THE COURSE OF STUDY

"There are five windows of the soul which open out upon five great divisions of the life of man. Two of these relate to man's comprehension and conquest over Nature, the realm of time and space. Arithmetic furnishes the survey of whatever has the form of time; all series and successions of individuals, all quantitative multiplicity being mastered by the aid of the art of reckoning. Through the geographical window of the soul the survey extends to organic and inorganic Nature. The surface of the earth, its concrete relations to man as his habitat and as the producer of his food, clothing and shelter, and the means of intercommunication which unite the detached fragments of humanity into one grand man—all these important matters are introduced to the pupil through the study of geography and spread out as a panorama before the second window of the soul. Three other departments or divisions of human life lie before the view. Human life is revealed in the history—civil, social and religious—of peoples. The study of the history of one's native country in the elementary school opens the window of

the soul which looks out upon the spectacle of the will-power of his nation. In the language of a people are revealed the internal logical laws or structural framework of its intellect and the conscious realization of the mind of the race as they appear in the vocabulary, grammatical laws or syntax. Grammar opens to the child his view of the inner workings of the mind of the race, and helps him in so far to a comprehension of his own spiritual self. Literature, finally, is the most accessible, as well as the fullest and completest, expression of the sentiments, opinions and convictions of a people; of their ideals, longings, aspirations. The fifth window of the soul looks out upon this revelation of human nature through literature. The study of literature commences with the child's first reader, and continues through his school course until he learns, by means of the selections from the poets and prose writers in the higher readers, the best and happiest expression for those supreme moments of life felt and described first by men of genius and left as a rich heritage to all their fellows."

—W. T. Harris.