

The aircraft and submarine menace were simply examples of a thousand such difficulties which beset us at the present time.

Education in the past had undoubtedly turned out admirable administrators. There was in England today, as the result of past educational methods, a body of leisured public men devoting themselves to the management of public affairs, who had helped to create a public spirit which was lacking to a greater or less extent in less favoured countries. All that was so much to the good, but it was necessary to go further. The country was at a definite parting of the ways. It might happen that an invention of a new machine for detecting submarines, or a method of stabilizing aircraft, or some other purely mechanical device to which great minds had not devoted attention, would be a decisive factor in regard to what the future of England was to be. We should not "muddle through" this war as our ancestors have done through many a war before.

That seemed to him to be the weakness of the present scheme of education to which he drew Mr. Temple's attention. It was perfectly true to say that the schools were not instituted to turn out inventors, and the universities were not technical colleges. Yet the schools and universities must create an atmosphere which enabled the students to understand what were the decisive factors in the world today. He held that Liberty and Justice could be maintained and protected by the employment of weapons which came into the same category as the weapons which were now being so unscrupulously used to destroy it, and suggested that, in addition to the noble ideals to which Mr. Temple had directed attention, there should be added the ideal of a fuller knowledge and a stronger grasp of the material problems which surround us.

I am glad to greet such an influential body of Educators as I see before me, representing, as they do, every province in Canada. I regret, as no doubt all here do, the absence of Hon. Dr. Cody, the Minister of Education for Ontario. From his distinguished career in the past, we are looking for leadership from him in the future.

A movement, starting in Montreal and continuing in Chatham, Ontario, might well be carried throughout Canada. This is the contracting idea as applied to farm lands. City men with a little capital are forming syndicates to buy tractors and break idle land under the direction of practical contractors. This principle could be applied to regular farm lands and would help solve the labor problem for the Canadian farmer.

It is estimated that nearly five million people have died of starvation or malnutrition during the war. This total is more than half the population of Canada.



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### THE DEMOCRACY OF A PRIVATE SCHOOL

You have been looking for a school for your boy. Perhaps you have not been satisfied with the public school of your neighborhood. Perhaps you want your boy under masculine influence for a while—something he may not be able to get at home. Perhaps you are convinced that he needs to be thrown on his own reliance as he cannot be if he stays at home and goes to day school. And yet you hesitate to send him to a private boarding-school. You have heard that boarding schools are undemocratic, and that in a free country like this the only democratic schools are those of the public school system. You don't want your boy to grow up to be snob, a man apart from his fellows. You want him to be a prince of the royal house, and in a democracy the royal house is the common people. You do not want him shut out from the privileges of his kind. And yet you need not for that reason hesitate to send him to a private school. Among the private schools of this country are to be found some of the most democratic of its institutions. One way of showing this is to tell of the record of one school that we know.

In the first place, though it is within a two-hour journey from one of the great cities of the Nation, the school is set in the open country. Its acres cover the crest of a mountain spur. On one side spreads a broad