

majestic river with its multitudinous life; the vast, silent swamps and dense jungles of the tropical regions; and the red-bosomed earth of the southern uplands thickly studded with coffee plantations. You realized, perhaps for the first time, that when John Jones and his neighbor and their friends took their morning cup of coffee, they set the little brown men of Java, Sumatra and the Portuguese peons of Brazil at work.

The teaching of agriculture by Mr. A. M. McDermott, of Weyburn, was equally illuminating.

His special field is agricultural economics, and most deftly he taught a lesson on the subject. Among other things I discovered that, as agriculture is being taught in the best schools of the Weyburn inspectorate, it is dealt with not as a dry-as-dust subject, but as a fascinating excursion into the fairy realms of science, and into the complex modern world of business. Plants, shrubs, flowers and grasses, birds and insects, and the whole wide field of botany and entomology are studied in a theoretical and practical way. Altogether too much emphasis

in the past, especially in the West, has been placed upon increased farm production; but the boy is now taught not only that production costs are of vital importance, but those of distribution as well. Take wheat, for instance. Its life history is investigated, its varieties classified, the best methods of cultivation set forth, and all the tools and appliances requisite for its production described. And then that wheat is followed from the time it leaves the farmer's granary, on its long journey by rail and water, until it is finally marketed in Liverpool. This links up work with life—the getting of a living with the use to which that living is to be put in social service.

To a certain extent the Gary method has found favor in Saskatchewan. In South Weyburn, for example, there is a school conducted after this system which was thrown open for investigation to the teachers attending the convention. Miss Bennett inaugurated the work at this particular school, a work which has met with conspicuous success. And although this teacher is no longer connected with the school, the machinery operates smoothly and

well. Inspector Kennedy brought a number of trustees and visitors into the school to observe the children at work; and although there was much talking among the investigators, the pupils from the smallest to the largest went about their duties with apparent interest and vim, paying no attention to the interlopers. Here, again, we have an experiment that is well worth while, and that will bear watching in Saskatchewan.

A rural school in a mere hamlet, Griffin, may yet serve as a model to many other districts in the prairie provinces. A wonderful work has been accomplished there under the energetic supervision of Mr. B. A. See, the local manager of the Weyburn Security Bank. Mr. See and other public-spirited citizens realized that environment means much everywhere, but especially in Saskatchewan, where the wide, sweeping prairies lend little of beauty to any school setting. When the school was built at Griffin, therefore, a determined effort was made to make it, with its surroundings, not only attractive, but beautiful. The building in itself, for a country school, is splendidly appointed and constructed; but the school grounds have had even more care lavished upon them. If only trees could be added, we should have in the school garden at Griffin a veritable park, with its wide expanse of lawn, shrubs and flowers. But in addition to all this, the Griffin school has been made a social centre for the neighborhood, and a unique instrument of education for the children. In its extensive grounds the pupils are taught horticulture and agriculture; and the school building is utilized as an exposition for the display of children's work, both academic and practical, from the whole district.

NO doubt the Weyburn method of teaching agriculture would get all the children to see a whole story in this display of wheat.

A WHEAT display, part of a select seed grain exhibition organized recently by the Grain Growers' Guide in Winnipeg.



THIS Government Elevator at Vancouver can load 4 vessels at once with a maximum output of 60,000 bushels an hour.

Canadian Wheat, Westward Ho!

By F. J. DICKIE

OUR long talked of, much praised and much abused Vancouver-Panama-Great Britain grain route was opened the second week in November by the sailing from Vancouver of a British steamer with 100,000 bushels prairie grown wheat destined for Great Britain. With the completion of the canal the distance of 15,000 miles formerly existing between Vancouver and Liverpool was cut 6,164 miles, or 23 days' steamer sailing. This affects rates largely and wheat can now be moved to Great Britain via the Pacific from points on the prairies as far west as Moose Jaw cheaper than via Fort William or the all rail Atlantic route. These mileages attest to this:

Calgary to Fort William	1,260
Calgary to Vancouver	644
Moose Jaw to St. John	2,396

Moose Jaw to Vancouver	1,085
Edmonton to Fort William	1,451
Edmonton to Vancouver	735

Thus a freight car can move twice as much grain from any position in Alberta to the Pacific Coast as to Fort William. The completion of the five great Government elevators, all but one of which are in the shorter shipping radius to the Pacific is an aid to the new route. The photo shows the one at Vancouver and the vessel loading in the distance. The Vancouver elevator has a capacity of 1½ million bushels, can load four vessels at once with a maximum output of 60,000 bushels of wheat an hour. At this time when getting grain to the Allies is of great importance, the new route's opening is of international importance.—(Photo from Francis J. Dickie.)

THE GARY SYSTEM—WHAT IT IS NOT?

AS our readers know, say the Outlook Editors, the term "Gary system" as applied to schools, comes from the remarkable success of the schools conducted in Gary, Indiana, by the Superintendent of Instruction in that city, Mr. Wirt. The object of the so-called Gary system is to substitute real life for text-books as far as possible. This method has produced such success and such enthusiasm among the pupils in the city of Gary that Mr. Wirt once said that it was almost necessary to build fences to keep the children out of school in that town instead of, as in most other towns, employing truant officers to bring them forcibly to school. Some months ago it was decided to try the Gary system in a limited number of public schools in New York City. It has worked well, in spite of the fact that many teachers were opposed to it because it meant the additional labor that always comes from change of any kind. In the present municipal campaign the opponents of the Mitchell administration, which introduced the Gary system into New York City, has made the most demagogic efforts to connect this Gary system with capitalists because it bears the name of the head of the United States Steel Corporation. Neither Judge Gary, of the latter corporation, nor Mr. Rockefeller, of the Standard Oil Company, has anything more to do with the Gary schools in New York City than with the University of Oxford.

And just to show how popular education is in New York, a writer in The Outlook goes on to tell about the school riots caused by the Hyman organization's attack on the Gary system.

For many blocks I walked, she says, inquiring of every one the way to Public School 50. All knew. It was the most recent school to be of interest. It was exciting—this rioting—and they were either directly or indirectly tremendously interested. The first lad I saw carried a club. He was a round-faced, chubby boy, with high color, sparkling eyes, and naturally good spirits.

"What is the reason for the strike?" I asked; "and were you one of the rioters?"

He looked at me for a moment doubtfully. He had heard of detectives. He had so recently seen patrol wagons, and he wanted to be quite safe—even if he did carry a club ready to smash windows. I assured him I had no power, so he spoke quite willingly.

"Yes, ma'am," he said, "I was one of the rioters. And I'm on my way to another school now where lots of the fellows have gone to start a new riot."