

university training, were it not for compulsory Latin. These young men would be a credit to the university. They would probably have, on the average, more culture, more strength of character, and more practical ability than the average university graduate. And as for the girls, no one can but admit that if they were to spend the time now given to algebra and geometry on literature or art, it would mean much more for culture and for service in the home and in society.

Because language and mathematics were so prominent in ancient curriculums we must not think that they should occupy first place in the university course of today. In Manitoba we are going along in the spirit of compromise accomodating ourselves to both the ancient and modern view. We have been victims of compromise too long. What we need today is to take courageous action. The only thought should be, to meet the needs of the people. It is necessary for the University Council to "get busy."

Pressing Problems in Education

It is interesting to consider the problems which face the new administration in Manitoba. To perceive the problems is the first step towards a solution. In some cases the solution may be speedy; in some cases it must be by a gradual process; in other cases deferred. Here are a few problems that suggest themselves:

1. The problems of the elementary school—Attendance, buildings, equipment, playgrounds, medical inspection, permanency in teaching profession, public spirit.

2. The problems of the secondary school—Attendance, revision of programme in rural high schools, extension work.

3. The problems of university education—A site, a building, a form of government, university extension.

4. The problem of a united people—Bi-lingualism, education of parents.

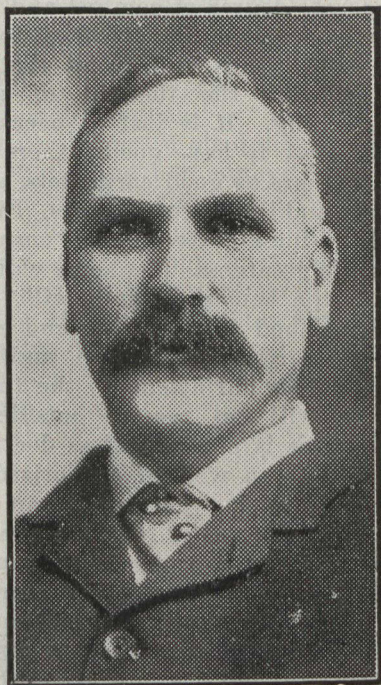
5. The rural problem—Transportation, consolidation, health, social culture.

6. The teacher problem—Effective training, proper supervision, retention in office.

7. Organization—The larger unit, the larger school board.

8. Vocational education in towns, in rural and consolidated schools; the future of agricultural education.

9. Supplementary means of education—Evening schools, public playgrounds, schools for foreign-born, schools for clerks and apprentices, pub-



HON. R. S. THORNTON, Minister of Education

lic picture galleries, libraries, lectures, correspondence schools, schools for blind and for other defectives.

These are but a few of the many problems facing a minister of education, and it is quite clear that some of them cannot be dealt with now. In some cases the action that has been taken practically fixes action for the future; in other cases there must be gradual modification towards a new