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Pastoral Scene in the Pacific Northwest in Winter

Educating the Non-English

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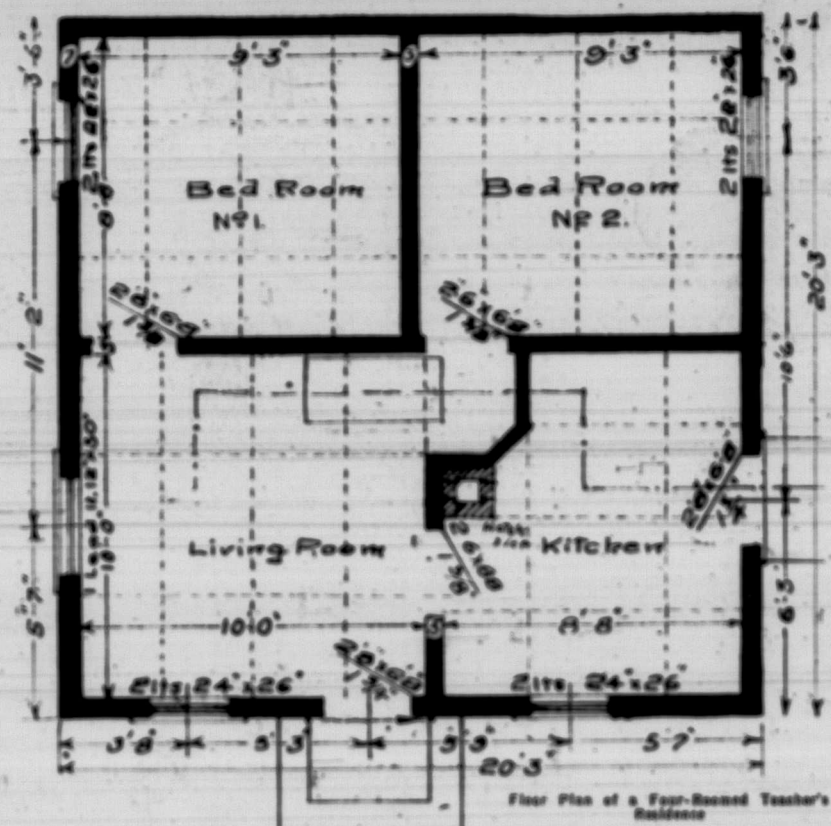
popular tunes in a quite harmonious fashion. It was interesting to note the lower intonation of their voices compared to the average child of Anglo-Saxon.

In this school hot mid-day lunches are served. Thus the children receive helpful ideas on food and its care. They have inculcated in them the habits of cleanliness and are taught sanitation and simple cookery. The lunch also serves a golden opportunity of teaching grace and table etiquette. Very efficient work is done in teaching these children sewing and manual training. In many cases the girls are able to take the sewing home during the week, thus making good use of spare time, and are able to give their mothers much valuable information. Very efficient school garden work is carried on in this school. All the girls here are also given practical demonstrations in canning vegetables, canning and preserving fruit and making jellies, etc.

The result of such work may be judged by prizes won by the Honor school. Last spring this school stood first with an exhibit of hand work at the annual teachers' convention, in a competition among the graded schools of three rooms and under, thereby winning a diploma. At the Selkirk fair this fall without making entries in livestock or manual training and only two

was divided into grades as follows: 45 children in grade one; 12 in grade two, 14 in grade three, eight in grade four, one in grade five, and two in grade six. The average of children in the first grade was eight; that of those in grade four is 13, which facts show that the children are much behind Canadian children of the same age. This backwardness is not due to any lack of brightness in the children, but is the outcome of a lack of educational advantages that most Canadian children enjoy. Given equal advantages in education and environment, I am sure the average Canadian child will be found no keener, no brighter nor more ambitious, no more honorable than the average Polish child.

As a rule, I find the children very eager to attend school regularly, though, of course, cases of truancy are not unknown. So far the custom has been for both boys and girls to leave school almost as soon as they are past compulsory school age. They do so, I think, nominally because they are needed at home to work, but in reality because the school in the past has offered little teaching that had to do with their home life. It is our aim now to make the school of more practical value to them by organizing a boys' and girls' club, giving instruction to the girls and boys, and in my dreams for the future I have seen domestic science and manual training being taught and a school garden or rather a school farm used to



Floor Plan of a Four-Roomed Teacher's Residence

entries in poultry the pupils won 30 prizes and later at a school fair of their own the judges from the Agricultural College and other points reported that their work compared favorably with any provincial country school exhibit visited.

Last year there were 450 pupils enrolled between the ages of 5 and 23, inclusive. The more advanced pupils took two grades of work in one year and are now preparing to write on their entrance examination next June. They are clever and ambitious and a scrutiny of these happy-faced children is enough to convince anyone that there is a promising future waiting to be moulded by a conscientious teacher. What the non-English children need is to be well taught.

Polish Children are Clever

All the other schools I visited, but one, were one-roomed rural schools. Their work had all the appearance of a high degree of efficiency and the children certainly were not only clean and neat, but highly attentive and courteous. At Melrose school, Miss Annie Blackhall said, "At the close of last term I had on my roll 82 names and an average attendance for the whole term of 45 children. The school

demonstrate practical farming."

The great majority of families in that district are Austrian Poles, Russian Poles, German Poles, and some German Jews. There are three English families.

This teacher also noticed, and it may seem unusual, but these children on the play grounds apparently do not know any games similar to those played by Canadians. A number of games to which she introduced them were taken part in with great vim and delight.

English Learned Quickly

Miss C. Cumming, the teacher at Brokenhead, gave me this interesting information. She said, "Brokenhead is unique in once having been an English settlement and now being entirely non-English, with the exception of two English-speaking families—father and son. The people are principally Galician and a few families are Polish, Bohemians and Germans. Our enrollment is now 73. I found that the general school work in this district had been neglected. One teacher had over a hundred in school for a few days and many more on the roll. At that time there was only one room and one teacher. I have in my room boys and girls from 10 to 13 years of age doing grade one