

der to prove to us that they are eligible for instructors.

There is, at last, undoubtedly a new attitude towards labor on the part of students. Many have come to believe that a man whose mind is educated at the expense of his body is dwarfed on one side and as a consequence is only partially developed in soul and mind. They realize that not even golfing will atone for the absence of good, honest toil as an all-round preparation for life.

There is, also, a new attitude towards education on the part of frontier laborers themselves. They long entertained this idea and many still hold a latent belief that education should preclude the necessity for doing manual work of any kind. "Why, if I had your book learning," said a navy tamping ties, to an instructor similarly employed beside him, "I'd be driving a cab in Montreal." This fallacy is but the reflection of similar thoughts in ordered society.

A well-to-do lady from Halifax was once riding on a passing stage crossing the right of way of the Musquodobit railway, Nova Scotia, where an instructor of the Frontier College was at work. Her attention was called to a gang of navvies, where the instructor was the only Canadian at work with them. "That man," she was told, "is a graduate of Dalhousie University." "Dear me!" she exclaimed, "what crime has he committed?"

Overcoming Prejudice

At times, therefore, for a short period after his arrival at camp, the motives of an instructor are misunderstood. He has old prejudices to overcome. Nevertheless, the Frontier College has successfully introduced the university graduate into frontier work groups and to some extent, at least, has rescued him from the reproach in which he was long held by manual workers on account of his fastidious avoidance of hand labor.

There can be little doubt, however, but that when the instructor is the right type, and I think we may assume this is now usually the case, his personal contact benefits his fellow workers. But passing that by, as admitted and often dwelt upon, I wish to emphasize some of the practical benefits that association with the men confers upon the teacher-toiler himself.

Occasionally an instructor, after seven months at the university, finds his work on the gang too great a tax on his system, and is forced to drop out. But if, in spite of a lame back and of stiffened joints, he sticks the first week or ten days, he soon, in turn, experiences the zest of honest toil. The joy, too, of teaching in spare hours and of speaking



Instructor with his class at C.N.R. Yards, Bridgeburg, Ont.

a word of sympathy and good cheer to his fellow workers will far outweigh any temporary unpleasantness due to the sudden change from the sedentary habits of the bookworm to hard, physical labor.

Many instructors, who have since gone into professional life or into some line of business, have assured me that they count their experience while an instructor a vital factor in shaping their whole attitude toward life. They feel proud of the privilege they have had in associating with men as laborers. The overalls of the work group have displaced any badge of caste. They have, also, a marked appreciation of the problems which confront the manual worker and

a willingness and courage to speak and work in his defence. Of more than nine hundred instructors who have served the Frontier College in this capacity at various times during the last twenty-five years the great majority have expressed satisfaction with the work attempted and the results attained.

Develops Unbiased Mind

The Frontier College believes that no better training could be had for a man intending to enter public life, in whatever capacity, than a few seasons as an instructor. Several years as a manual laborer with gangs of workers in lumber, mining, and construction camps of

(Concluded on next page)



H. J. ALEXANDER, M.B.,
and fellow laborers taken at dinner-hour. Extra
Gang. C.P.R., Marquette, Man.