

the extent of devoting their holidays to this kind of work. I think the same thing can be said of the teachers, especially of those teachers who would be specially trained to take up this work. Indoor teaching for twelve months of the year would be intolerable; the strain could not be endured by either pupils or teachers. But I fully believe that there would be no hardship in teaching the full twelve months out of doors.

In the next place, lessons in forestry would form an important feature of the new curriculum. The public I am afraid, do not realize the importance of our forests to national welfare and prosperity. The public might think that the children's time and the people's money were being wasted. But the public will require special education along these lines. The government of Canada is doing something in that direction as it is; but it must do more. And just here, while I am on the subject, I wish to urge the necessity of educating the parent as well as the child. We all know what an advantage it is to the child to be brought up in a cultured home. By that I do not mean luxurious home—a wealthy home. Far from it, but a home where the children have the advantage of listening to good, if plain, English, receiving sympathetic encouragement and co-operation in their play, their problems and their studies, and above all love and wise discipline. I am afraid the average home falls below these simple requirements, and many parents are unfitted to bring up their own children. Propaganda seems the order of the day, and no field is more in need of this fertilizing agency than the home. Even Plato was aware of the importance of home education. He states that from the child's nurse and its mother come the first lessons, which are usually in the form of stories or fables. It is important, he thinks, that these should be of the proper kind, selected with a

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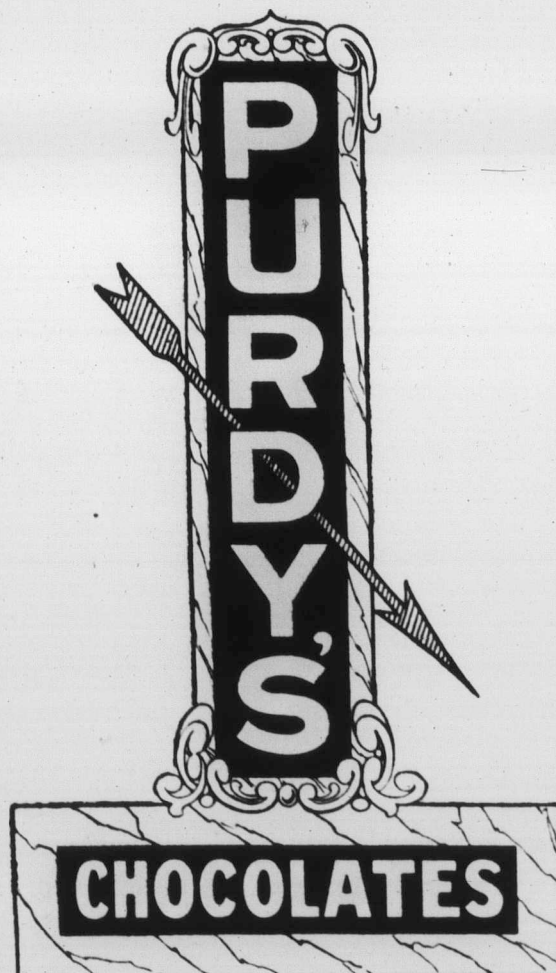
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view to developing the noblest qualities of the young mind. In order to insure to children and youths the proper kind of mental food, it will be necessary, he thinks, to prohibit authors from writing anything of an evil nature. He recommends that selections be made of the most suitable stories and that mothers be enjoined to narrate these to their little ones. Nor is it sufficient, he says, to eliminate from these stories what is evil; we must instil into them what is good; nor is the subject matter alone important, the form in which they are cast, the style of the narratives, is of great moment.

Our parent teachers' associations are potentially a step in the right direction. Co-operation between parent and teacher are essential to effective child-training. The public press and the movies are forces which might effect much good if rightly directed. At present they are a menace to good citizenship, national health and progress.

But to return. Forestry would include not only a study of our native trees, their qualities, habitat, mode of growth, their insect enemies and friends; but would deal in a practical way with the questions of fire-protection, economic lumbering, and reforestation. Associated with forestry would be a knowledge of our native birds and animals that make their homes there. The industries based upon our forest wealth would be studied at first hand; the working of the lumber camps; the activities of the local mills; the manufacture of wood pulp and paper.

Apart from the utilitarian advantages to be derived from such a training there are the aesthetic possibilities to be considered. Think of the outdoor sketching, and compare it with the art work at present attempted in our schools. Think of the stimulus to the reading of good literature afforded by life in the open. How potent and impressive