

The Western School Journal

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Editorial

Adaptation

Picture I.—A fine, roomy school building in the choicest residential section of Winnipeg. Every needed convenience supplied. Children well-dressed, and giving evidence that luxury is common in the homes. Tuition in music, dancing and kindred arts given out of school. Opportunities furnished for visiting theatres and picture shows. Access to good libraries. Opportunities for social enjoyment every week. Athletic organizations, church privileges. All this and much more.

Picture II.—A school in Range X, Township Y, and Section Z. Building small, cheap, dirty. No paint, no blinds, no care. Never scrubbed, rarely swept. Children poor; unable to speak English freely. Walk from one to four miles to school. Average attendance eight. Occupation of parents, mixed farming. Homes poor, cooking bad, housekeeping worse. No reading matter in district. No social privileges. The rest in keeping.

Question I.—Considering the capacities, the opportunities and the needs of the pupils, should the same activities in work and play be expected or demanded in each school? In other words, should the same programme of studies serve for town and country?

Question II.—Considering the opportunities and limitations of the children and the lives they will probably lead, should there be one class of teachers for city schools and another class for country schools? If so, should the teacher in the city be one of the same class as the pupils, or preferably one who has had the broader and richer experience of the country, and should the

teacher of the rural school be one born and bred in the country, or one who can bring something of the experiences of the city?

The Journal solicits answers to these problems from teachers and from parents. Only one condition is demanded: People must speak from first-hand experience.

Opportunity

It is unnecessary in a teachers' journal to enumerate the evils that are caused by intoxicating liquor. Poverty-stricken, neglected, physically and mentally deformed children bear testimony in every school to the ravages of this greatest human scourge. Directly or indirectly 85 per cent. of crime is traceable to liquor, and more than 85 per cent. of poverty. Homes are blighted, children born without power to resist disease, often nervous, weak-eyed, semi-idiotic. The cost to the citizens of a country—even to those who do not indulge—is enormous. It is reckoned that it costs \$6.20 a year for every man, woman and child to meet the expenses of crime. Of this amount \$4.50, or about 75 per cent. is due to drink. No one can measure the miseries that are due to intoxicants, and there has yet to be found a man who can advance a reason why the State should countenance the traffic. On March 13th, the people of Manitoba have an opportunity to do away with the saloons. Teachers are citizens as well as teachers. They owe it to themselves and their children to do all they can to bring out a vote favorable to the passing of the McDonald