

## Editorial

### The New Year

We begin another year's work. Shall we not look upon it as the most important year in our history? The children under us have life problems to face such as no other generation of young people ever encountered. Hundreds there are who are fatherless. Nearly every family knows bereavement. Young men there are none here—this be it said to their everlasting glory. Adolescent girls are growing up in the certainty that most of them will never find a mate in life, and many of them will do the work of men. Old men and women in every community are returning to labors they had laid down. All the world has changed.

And since it has so changed, are we not to change with it? Must there not be a new doctrine of government? Must the teacher not count for more as friend and advisor? Must not an effort be made to make children take life a little more seriously? Indeed "though we must let childhood ripen in children, must we not just the least little bit try to put old heads on young shoulders?"

Yes, and because the world is gloomy is it not our place to make it particularly bright for the children? From them we shall hide our sorrow and our tears. They must surely grow up with kindness in their hearts and sweetness in their dispositions.

The change in conditions is going to affect our programme of studies. History and geography must be re-written and the subjects must be taught in a new spirit. The study of the heroic and sublime must in these days occupy more time than the study of mathematics. Above all, the teaching and practice of morals—personal and social—must count for more in our school life. The Canadian school has always considered the behavior of pupils as more important than anything else. This will continue, and there will be

emphasized as particularly important the development of right attitude and the practice of living for others. Service is the first and last thought in education, because it is the first and last thing in life.

### Across the Divide

It was a long, long struggle from August 4, 1814, till August 4, 1818. But it was the kind of struggle that Britain loves best. She knows how to play the waiting game. Now the time has come for a change. Our reading and conversation during the days to come will be more cheering and refreshing than it has been. We are over the top. We are now going down hill. And because of this now is the time to put forth every ounce of effort. Let us get this thought into every community, and, if you like, into every school. Even the smallest child may feel he can do something for his country and for his soldier friends across the sea, or for those who have returned. The spirit of helping in a great cause should be in every school. It may not be right to talk much about the horrors of war, but children can be told about the hardships of little French children in a way that will do good, and they can learn to deny themselves for the sake of others. And all this without vain boasting or needless parade.

The Trustees' Section does not appear this issue, but a double instalment will be printed in the October number, when farmers will have a little more leisure.

The examination papers of Grade XI will appear next month.

Teachers will welcome the two new departments—that dealing with French and that dealing with teaching of the non-English. Other departments are being arranged for.