

gogy that has ever come to us from the south. In addition to Dr. Soares there are others who have messages to deliver that are worth hearing. The demonstrations in the various sections will have particular interest for those in attendance.

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### Our Trustees

It is a fine sign of the times to see the School Trustees of the Provinces meet together in such large numbers at the local and annual conventions. Nothing but good can come out of free and frank discussion of educational problems. The convention in Manitoba this year is in progress and is of unusual interest. Up in Saskatoon over two thousand trustees are having the time of their lives. It is in these days the people are talking.

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### The Beginner's Viewpoint

When a teacher goes out to her field, she has two constituencies to serve—her little school and her community.

It is the community of tomorrow rather than the community of today that will chiefly better from her services. Many a good teacher will not be fully appreciated until she has left this world.

The best thing a teacher can do for her school is to develop in each pupil the powers and attitudes most helpful in life.

The most helpful attitude is that of service. The school should fit for the service of life rather than the battle of life—unless battle be used in its higher sense.

The service for which pupils should be prepared is as wide as life itself. It includes service in the vocation, the home, the church, polite society and elsewhere. It is as important to have good fathers as good farmers, and as

important to have good mothers as good stenographers.

Mind is more than money,

Manhood is mightier than Mammon.

The two ways of preparing young people for service in any field are by direct training, which aims at knowledge and skill, and by indirect training which aims at character. The indirect training with young children is the more important. "The boy, not the trade, is the aim."

The teacher in carrying out her designs must do both corrective work and constructive work. She must break down wrong habits, tastes and the like, and must build up new ones. Usually the best way to correct an evil tendency is to substitute one that is worthy.

The teacher is not the only force that is operating upon the pupils to develop power and right attitude. For this reason she must be alive to all the other forces and must learn to co-operate with them or combat their evil influence where such exists.

A pupil who is subjected to healthy influences, in school and out, grows in experience and wisdom. He develops, and is happy and contented in his development. Every conscious addition to his stock of information, or his physical and mental powers, every victory over self and over obstacles, every mastery of a tool or of a trade, brings to his soul joy. Real living is delightful. A living school is always a happy school. It cannot be happy unless there are opportunities given within it for pupils to realize themselves.

In every school and every community where real education is being carried on, these are some of the products—knowledge, power, habit, taste, disposition, right conduct, character, practical ability.

She is a poor teacher who thinks in terms of knowledge alone. The end of life is action. Heaven means wider opportunity for service.

Convention motto: "Better teachers for the schools—better schools for the people."