

low." This is the spirit that we are trying to instil in the boys and girls of the province by encouraging team work.

Club work also tends toward developing a better knowledge of the advantages and possibilities of rural life in Manitoba. In some cases it provides a means of earning extra money. It encourages the right attitude towards work and shows that, work if pursued in the right spirit is real recreation. It fosters in young people a sense of responsibility. It stimulates thought, initiative and leadership. It assists in producing food urgently needed for the nation, and here is a chance for every boy and girl to do his or her bit by raising a pig, gardening, making war bread and assisting in many ways in helping out the food conservation campaign. Gardening, making Red Cross sewing, knitting.

(The speaker here dealt with the problems of organizing Boys' and Girls' clubs).

### Teachers' Relation to Boys' and Girls' Club Work.

The success of the Boys' and Girls' club work in the province has been due to a large extent to the interest taken in it by teachers and their sympathetic attitude toward it. They have in many cases been leaders and organizers. They can still do a great deal by teaching the boys and girls that although they are in a keen contest they are really co-operating with their opponents for the good of all, and that while prizes are incentives, the different contests afford a good opportunity for teachers to impress upon the boys and girls, the importance of conscientious effort, courage and cheerfulness and perseverance under disappointment, and a generous appreciation of the worth of opponents' efforts.

## History

### Minutes

Meeting on Wednesday with Mr. Reeve in the chair.

Mr. Reeve gave a paper on "What I am Doing."

Prof. Martin read a very thoughtful paper on "The Function of Public Opinion." This was discussed by Messrs. Prowse, Morrison and others.

The Syllabus drawn up by the examiners in 1917 was discussed. Many suggestions were made, after which it was resolved "that this committee express their entire approval

of the Syllabus and that a copy of this motion be forwarded to the Advisory Board."

It was also resolved "That the Advisory Board be asked to appoint a committee drawn from all at present engaged in teaching in the province, to inquire into the teaching of history in Manitoba and if necessary draft a syllabus for all grades up to VIII, and also a reading course for the use of teachers.

Officers were elected as follows: Chairman, S. Burland, Stonewall; Secretary, Miss M. Johnston, Winnipeg.

## WHAT AM I DOING IN MY HISTORY TEACHING?

By G. J. Reeve, Winnipeg

The views that I have upon the ideals that we should set before us in our history teaching are part and parcel of the views I have regarding education as a whole. The orthodox educational ideal of the "good citizen" is one to which I heartily subscribe. But there is no salvation in a broad general statement such as this. We need closer definition of this phrase; we must have clear cut ideas of the qualities that go to make a good citizen. Those of you who read Grade IX. History papers last year will pardon me if I say that there was considerable diversity of opinion among the candidates as to the attributes of the good citizen—and not a little among the examiners.

Offhand I would define the ideal product of our educational system as a man—in the most emphatic use of the word; one with

ideals of truth, beauty and purity of right, justice and honor, lofty as the stars and clear as noon-day light. One whose training has been such that he meets the great problems of life—meets indeed the little problems of just plain, gray, ordinary every-day life—prepared to solve them sanely and to his own ultimate benefit; one who realizes his high mission in the world, knows his rights, sees his duty clear before him, and is able and ready to do it; one, in short, thoroughly equipped physically, mentally and morally to find his soul, and to play his part in the progress of the civilization of which he is a living member.

I am not greatly concerned whether my pupils are to become teachers, lawyers, doctors or clerks—though I am always willing and anxious to discuss his career with any