

thetic co-operation between the school and the home. The teachers, too, profited from the opportunity afforded of meeting together regularly to discuss arrangements for the fairs, and a live interest in their work was manifested throughout the year. Trustees responded liberally to requests for financial and other assistance and more than ever before displayed a marked interest in the performance of those duties which too often in the past have been but lightly regarded.

The fairs at the village centres were held on Monday, Tuesday, and Wednesday of the last week of September and all the prize winning exhibits were sent to the town of Y— where a very large fair was held on Friday and Saturday of the same week. At each village fair from five to thirteen rural schools took part, with the result that one hundred schools were represented in the large central exhibition.

On the day of the fair the teachers were in the village early, preparatory to unpacking and arranging the exhibits. In many cases the parents provided conveyances to bring in the country children. The rooms of the village schools were tastily decorated with flags, mottoes and banners. All branches of school work were represented. Long tables were laden with choice vegetables grown in home or school gardens. Maps, drawings, specimens of writing, essays and exercise books, testified to work done in the school-room. Hand work of various kinds, including paper-cutting, weaving, basketry, wood-work, and modelling formed a most attractive display, while the exhibit of bread, cakes, and pastry was most creditable.

At most of the fairs the older pupils were placed in charge of the exhibits, and readily answered any inquiries on the part of visitors. In this way they were getting a valuable training for after life. At several centres girls from the senior grades served tea, and in this way collected substantial sums for the Canadian Red Cross and Belgian Relief Funds.

About four o'clock in the afternoon a concert was held, each rural school contributing two or three numbers to the programme. In this way the spirit of co-operation was still further substantially encouraged. Addresses by public men and prominent citizens of the various districts constituted another striking feature of these gatherings, and all who spoke emphasised the fact that "education is training for a happy and useful life".

Another noticeable feature of all the addresses delivered was the emphasis placed by the speakers upon the necessity of their children being taught at an early age to read, write and speak the English tongue. One speaker born in far-away Sweden said, "I've been thirty years in Canada and I don't know good English yet and I want my children to get what was denied me—a good English education in the Public School". Another parent, a Bohemian by birth, remarked in