
Education Linked With Progress

PROMINENTLY associated with Windsor's past quarter of a century is the educational system of the city. Education and progress are practically synonymous terms. So, when it is proudly pointed out how Windsor has made such remarkable strides in the twenty-five years from 1892 to 1917, the anniversary just now being celebrated, it is meet and right that the schools should be accorded their share of credit and glory.

Windsor is credited with having a good educational system in 1892, the year the town became a city, and the board of education, from year to year, has kept pace with the march of progress. It is true that at the present time there is a lack of school accommodation for the beginners. The congestion, however, is only temporary, plans being now in progress to make room for all by the time the schools reopen after the summer holidays. More than that, property is being purchased for a new school in the southern part of the city, and it is expected that the building will be erected next year, 1918. This structure is intended to relieve the overcrowding now being experienced and care for a natural increase in population for a few years, at least. The seventy-two public school rooms now in use are taking care of 2,828 pupils, with a sufficient overflow to fill a new 12-room school. The Collegiate Institute, with 418 pupils, is also congested, but the new building will overcome the crowding.

MANUAL TRAINING AND HOUSEHOLD SCIENCE HELP PUPILS.

In addition to new schools which have been built since the corporation became a city, the Board of Education has kept abreast of the times in regard to the curriculum. Among the subjects added are Manual Training and Household Science. These branches of study have proved remarkably attractive to the pupils, with the result that boys and girls are showing a keener interest in school work and are leaving at the end of their courses with a better practical equipment than those who got their schooling before the centers were established. Teachers have reported that manual training is an effective incentive to keep the boy of a practical mind in school, no matter how much he may dislike book study. On the other hand, household science has a similar hold on the girls. As an evidence of the enthusiasm which manual training stirs up in the average boy and the practical knowledge he acquires from the teaching of the subject, one need look no further than the exhibit of bird houses in the Collegiate Institute, a few weeks ago, and later placed on view in a down-town window. These houses were the product of the pupils, and they were pronounced clever pieces of workmanship by carpenters and wood-workers who inspected them.