feloniously rich, and laws have already been enacted which will enable certain classes and individuals to not only entirely escape helping to pay the great war debt, but will ensure to themselves the payment of a tribute which is in itself an unjust burden on those who have to work for a living.

Since the Union Government has been formed measures have become law that ought to teach the Grain Growers' Association that in Union there is strength, as in division there is weakness. If the Grain Growers' Association had properly learned this lesson, there is found all the strength needed to compel the enactment of legislation that will ensure for ourselves as a class and for every toiler of the Dominion, the full return for services given. Those who have made millions out of the war have been able to obtain legislation whereby they will not have to pay any income tax on their investments in war loans.

Our minds naturally turn to the greatest example of class legislation, high protective tariff. I will make this prediction here, that every shred of that fabric of privilege will have to be destroyed in the near future, or this country with all its resources will be headed toward disaster. It is the product of the soil that will have to stand the strain of the debt we are now daily increasing. It is therefore necessary that the fetters of a trade prevention tax be at once removed, so that agriculture may be as free as ever God intended it should be.

Is it reasonable that one-fourth or one-fifth of the farmer's equipment should be given to the paying of a tribute to any class of men within our borders? A threshing machine costing $6,000 has to pay a duty of $1,650.

Diamonds come into Canada duty free, except for the war tax of seven per cent., but spades pay over 40 per cent. duty. The men who made this law never expected to use spades, and never expected the men they legislated for would wear diamonds!

Everything the nation needs comes in duty free—for the manufacturers' use only. This is class legislation of the very worst kind.

The manufacturing industry of Canada has been built up on the money of the people and run afterwards on a well organized system of exploitation.

We have now a Union government. I hope too that even if the war ends in a few months or during 1918 that we shall still have a Union government; a government that will make for the unity of the nation instead of a separation. If our Union government is going to be Union in anything more than name, it has much to do to undo the nefarious dividing legislation of 50 years of party rule at Ottawa.—John Evans, Nutana, Sask.

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Boys' and Girls' Clubs

How We Organized Our School

By M. D. Stafford, Teacher, Tecumseh School Somerwall, Man.

As we read the interesting accounts of the work done by the Boys' and Girls' Clubs, not only in this province but elsewhere, we cannot help but realize how this great organization from a small beginning is rapidly assuming an importance, of which, perhaps, the most ardent advocate had scarcely dared to dream. To those who hesitate, with fear and trembling, to organize any new club, lest this work should interfere with a child's education at school, I would say that the experiment is worth trying if results count at all. Consider, if you can, the effects of such an organization, by means of which it is possible to keep the parents interested in the school and provide a great connecting link between the school and the home. And particularly is this the case in the rural districts.

It was a casual suggestion which one day led us to make up our minds to organize a Boys' and Girls' Club, or at least a branch of one. So we called together a meeting of parents and children to discuss the question. The chairman was a man who thoroughly understood and was in sympathy with the movement, and it was not long before we had decided to organize. The children, under the supervision of the teacher, were to be taught to appoint their own officers and to do most of the work themselves.

Looking carefully over the work outlined in the bulletin, we discovered that the manual training work for the boys and the sewing for the girls presented the greatest difficulty. Funds were needed. Then the sewing and the woodwork would have to be done in the school-room, as we only had the one room. Benches and tools were needed. The boys soon found a way of making a bench for themselves, also a cupboard in which to keep their tools. The trustees kindly provided us with some tools, and by taking up a collection at a Hallowe'en social we were able to purchase more. The boys, eager to begin, brought boxes and lumber of all kinds to school, and out of this made milking stools and other things.

The One-Room Tecumseh School and some of the Boys' Handiwork

Raising Money To Buy Material

We had no money at first to buy sewing material for the girls. All this made us think that if we were to get good results we must have better material, so we decided to have a picnic every summer and a Christmas tree and concert in the winter. By this means we managed to raise funds to buy good lumber for the boys to make up and sewing materials for the girls. The money raised in this way is handed to the treasurer, who opens a bank account and pays out the money as it is needed by check. The treasurer is held responsible for the money. Thus we are able to let the boys make good models, which become their own after the fair, and the girls have the garments which thy make. This is their reward for the effort they have made to raise the necessary money. In the summer time the girls and boys in turn sweep the school and sometimes scrub the floor to raise money for prizes. The parents also contribute to the prize list.

After a little consideration we decided to have the sewing and woodwork lessons after recess on Friday afternoons while the little children made models in clay or plasticene. In this way everyone was kept busy. But the boys often worked at their models during the noon hour on stormy days and sometimes before school opened in the morning. Now we have a better chance to do this work, as the school-house has been raised and we have a good basement. Instead of putting six or eight boys to work with three planes, three saws, a few chisels, etc., at the same time, we are going to try the experiment of dividing them into three groups and letting them do their work at different times, so that a few tools will be sufficient for all. Of course I am not going to disguise the fact that it requires a considerable amount of planning to carry on the sewing and woodwork at the same time, and a teacher may find it necessary to give up some of her own time to arrange the work. But to some of us at least he gain in the confidence of the children is worth infinitely more than we can estimate and so we do not count the cost.

Other Work Not Neglected

Do we need to neglect the other school work? This is easily answered. Since the writing, the maps and the drawings have to be shown at the fair, is it not to be expected that these subjects will receive greater attention than in the past? The composition exercise becomes more interesting when it takes the form of a letter to a parent containing an invitation to a concert or picnic, an autobiography of a chicken, or an account of How I Raised My Potatoes. The child is brought more nearly into touch with agriculture and he wants to know what crops are raised in other countries and what methods are employed. If a country still uses the old methods he discovers that it is not progressive, and so geography becomes something which he can understand.

Some may ask, perhaps, "How can we carry on this work?" Well, if we need any advice we always find Mr. Newton of the M.A.C. ready to help us. Here, during the winter months, we usually have social gatherings about every fortnight at the school-house, and if we wish to know more about any particular part of the work dealing with agriculture, we ask Mr. Newton to send us a lecturer to speak on that subject. Last winter we had a very interesting and instructive lecture on Canning and Preserving. The children, parents and friends were present. So we find that the influence of the club work is making itself felt in every subject of the school curriculum, and unconsciously is proving a great factor in education by bringing together the influences of the school and the home. Well might our motto be:

Be yours to guard this light from all eclipse;
Be mine to bring man nearer unto man.

FARM MANAGEMENT

WHY LABOR IS SCARCE

The farm labor problem is of recent development. It has arisen within the memory of comparatively young men. In the middle 90's in Ontario, good men were working for from $12 to $15 a month for the summer and for their board in the winter. Shortly afterwards, however, wages began to rise and men to become scarce, until now the problem of efficient farm labor is one of the most acute on this continent.

The beginnings of the farm labor problem date back as far as the close of the civil war in the United States. When peace was declared, about 1,000,000 men were disbanded. These were absorbed into civilian life with such ease that the process caused no disturbance in the labor market. The reason was that great prairie states were just opening up for their settlement. The Homestead Act provided free land. At the same time young men began to emigrate from Ontario to the new states. It is estimated that that province alone supplied 20,000 men a year on the average to the United States for a period of over 30 years. Owing principally, however, to the large families of old Ontario settlers, there were still enough men left to man the farms. The result of the rapid opening up of this large new territory was the great period of over-production of foodstuffs which prevailed through the late 80's and the early 90's. This period was characterized by low prices for farm products and by low wages for farm help.

But this period was also characterized by the beginning of that rapid expansion of industry which has characterized the last 20 years. It was about that time that the great increase in the number and size of farm machines began to develop. These displaced large numbers of men previously required in farm operations. On the other hand, hundreds of men were required to man the factories to produce them and the other machines used in this age of steam and electricity. Men began to flock from the country, where there were too many men and wages were low, to the cities, where large numbers of men were wanted and wages were comparatively high. The education of the period helped the movement. Glowing pen pictures of what boys from the farm had accomplished in city occupations fired the imagination of ambitious country boys. They turned their steps cityward. The protective tariff which assisted city industries, at the same time adding to the burdens of the farmers, worked at both ends of the road to accelerate the movement. In the Maritime Provinces and Quebec, men flocked to the industrial centres of the New England states. Then the great Western Canadian prairies began to open up. The drain from the east served to still further deplete the farms. Free land rapidly absorbed the labor supply which flowed in. The building of new cities and roadways employed whole armies of men.

Then came the war. Large numbers of young men joined the forces. The country will never receive full credit for the number of men supplied. Thousands of them joined city regiments and are shown as contributed by the city, whereas they were contributed by country districts. In the west, where the percentage of young men was high, the number of enlistments was also high. Another factor especially noticeable in the industrial eastern provinces was the opening up of the great munition-making industry. Huge war profits enabled manufacturers to offer fabulous wages, which attracted thousands of men who would otherwise have been available on the farms. The drafting of men for the army, unless judiciously carried out, may render the labor situation still more acute. The result of all these factors tending to decrease the number of men on the land, has resulted in the development of a farm labor problem unequalled in its severity in history.

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