



Men at the Helm.

Admiral Sir John Jellicoe, Commander of the British Fleet.

A Royal Race.

By James McCarroll.

Among the fine old kings that reign
Upon a simple wooden throne,
There's one with but a small domain,
Yet, mark you, it is all his own.

And though upon his rustic towers
No ancient standard waves its wing,
Thick, leafy banners, flushed with flowers,
From all the fragrant casements swing.

And here, in royal homespun, bow
His nut-brown court, at night and morn,—

The bronzed Field-Marshal of the Plough,
The Chancellor of the Wheat and Corn,

The Keeper of the Golden Stacks,
The Mistress of the Milking-Pail,
The bold Knights of the Ringing Axe,
The Heralds of the Sounding Flail.

The Ladies of the New-Mown Hay,
The Master of the Spade and Hoe,
The Minstrels of the Glorious Lay
That all the Sons of Freedom know.

And thus, while on the season's roll,
He wins from the inspiring sod
The brawny arm and noble soul
That serve his country and his God.

Women's Institute Red Cross Work.

The following extract from a letter recently received from Mr. G. A. Putnam, Superintendent of the Women's Institute of Ontario, will be read with interest, not only by the 30,000 members of the Institute itself, but by all who are interested in the relief work for the soldiers, so splendidly going on in every part of Canada.

"We have appealed to the Women's Institutes to donate both money and goods in aid of the Red Cross Work," writes Mr. Putnam, dating his letter from the Institutes Branch of the Department of Agriculture, Parliament Buildings, Toronto. "The response has been far beyond our expectations, and while many of the societies have contributed more than was expected, they still express a willingness to make further effort if the necessity arises.

"It is not only in the sending of goods, but also cash, that the Institutes have shown great liberality. One small branch collected \$366 a few days ago, while from one riding in the north-

eastern part of the Province, a contribution of \$450 was received. A full list of contributions will be prepared later.

"The Red Cross Society have expressed their appreciation of the liberality of the Institutes. Great quantities of goods have been received during the past few days, and I know from the correspondence at hand that much more will follow."

Mr. Putnam encloses copies of several letters from Institutes in all parts of the Province, showing that even quite small branches are succeeding in raising sums of money amounting to \$100 and upwards, in addition to bales of goods.

The "goods" required include flannel shirts for the soldiers, gray woollen socks, woollen cuffs, cholera belts, mending kits ("housewives"), pillows for hospital use, etc. For further information, readers are referred to page 1583 of our issue for Sept. 3rd, where, in a previous letter from Mr. Putnam, all details are given.

The Teaching of Rural Children.

Opinions of Dr. Jas. W. Robertson as given at the Rural Teachers' Convention at Guelph.

Editor "The Farmer's Advocate":

Many instructive addresses above the average helpfulness were delivered at the Rural Teachers' Conference at Guelph. Two of the most inspiring were those given by Dr. Jas. W. Robertson, Chairman of the Royal Commission on Technical Education. The purpose of that Commission was to compile the information gathered from an inspection of the principal schools in Northern Europe and make recommendations. The volumes which were a part of the results of the knowledge gained, may be obtained free by writing to the Deputy Minister of Labor at Ottawa. The object is to train Canada's people to do the nation's work well.

He said: "Vocational education is not new, but was first in the world's history. Cain and Abel got it." We tolerate things because they happen to be, but if there were no schools in Canada, would we vote for schools where children remained seated six hours a day to acquire book-learning, which fitted them mainly for teachers, and not always for general usefulness?

He claimed that as compared with Denmark, England, Scotland, etc., we are not doing well in the country schools of Canada. In the last two years the growth of population in towns has increased 62 per cent. This ought not to be. We have been lauding ourselves for our good schools when they are not good. As compared with these countries mentioned, they are very low as to enrollment, yes, among all civilized peoples.

The attendance throughout Canada averages but 62 per cent., though Ontario is best of all. Again, there are only occasional good school buildings in Canada. Schools must elevate the qualities of country life.

He said we are the dirtiest country in the world as far as farming is concerned. (One admires a man who admits a harsh truth, regardless of criticism, in the effort to inspire teachers to rise to their opportunities by successful efforts to improve existing conditions.)

Dr. Robertson said cleanliness contributes to virility of body and mind. Clean bodies are essential to the stability of the race. From want of a bath-room in many farm-houses, the people of Canada have not clean bodies.

Men who do not use a tooth-brush have debilitated bodies.

Singing, play, physical culture, and cleanliness produce physical vigor, mental capacity, mental depth and height.

Don't say farming does not pay. The farm that produces five to eight happy, wholesome children, does pay. Our children suffer from lack of school enjoyment; they don't play enough. A spirit of unrest results in children leaving school too young because they can't be made to continue. Try to find if education has made the child capable or merely intelligent.

It's all right to teach Tennyson, but locality should be taught in preference. Teach the child that he or she is a "trustee of the life of the race that never began." Children should work with their hands one-quarter of the time. There are 1,945 schools doing hand-work in Scotland, and there has been over a twelve-fold growth in attendance in ten years. The increase is from 3,000 to 43,000.

France has 20 hours weekly of book-work; 20½ hours of hand-work.

We make the children sit too long for their school-work.

He said: "I have to go to Switzerland to get the education in hand-work for my daughter. This hurts me in my pocket."

A very fine school in Pittsburg, and one in Massachusetts, have 7½ hours a week devoted to singing. "What a waste!" you say. The rest of the week's work is 12 hours for book-work, and 10 for hand-work. Now they learn to read quite as quickly. Said he, "I found one school in Chelmsford, where I visited two days after holidays, where children, who were attending their second year, read words readily of two, three and four syllables.

In Winnipeg, Dr. McIntyre showed children who could read words of one, two, three and four syllables, who had been at school from September only till May. He claimed some read beautifully in three months.

He noted one school in England that was famous for its art-work. There were four women teachers who could draw very indifferently—because the teachers can't teach drawing, the children learn to draw from nature—from the actual object—not from copies.

Dr. Robinson praised the Montessori books highly.

He said that he did not feel that he had a chance to prepare our minds because we did not sing two or three great songs to get our minds in a proper frame. In our country, singing seems to be but a little thing, but it is one of the great big ones. In Denmark they sing twenty songs a day. They sing as they sew. They sing before the lectures to stir the emotions, and to get the pupils in a receptive frame of mind.

We have no rural High Schools, but we need two or three in every county. Then we will get the great uplift of intelligence, ability, and good will. He said, "Never get out of the struggle." Help the child to come into his own kingdom, which is the kingdom of earth and the kingdom of heaven.

The place and power of the teacher depend not on our system, but upon the standard maintained for herself and upon her ideals. These will win the place of pre-eminent power.

Teachers need not feel important if they can merely prevent illiteracy, for as long as the school does only this, it will be held in light esteem, and will not fix itself in the regard of the people. Think of grand men who can't even read, who are often strong in body and kind in every intention. The teacher who thinks that school is no more than a place for lessons from books has missed the fine art of living.

While Dr. Robertson disclaimed being an authority on methods and objects of our work, he said they should be such as would give the child clear impressions of external impressions and objects. We should help the child get lessons in proper sequence. He advocated and described the Montessori method of teaching the alphabet and writing, and compared our too loquacious method of teaching with the dust in front of the threshing machine,—"Dust that sticks and clogs, and doesn't nourish anybody."

Deepen the impression through the expression, and let the good Lord who made the child through millions of years' improvement, help the child to the expression.

The Scotch use the Daily newspapers in school, and do questions based on the latest market reports. Let the child do a piece of real life. He can't learn to dance or swim standing on a stool. A school proves itself to be a great school when the boys all run to get to it.

Have the unprofessional men help. Make the farmer do his part, and "with all thy getting, get understanding."

The "spirit of the school" counts. The professional training of the teacher should be high, of course, but her success depends upon the way she regards her occupation. She must look upon it as a great public service through which she gets her living. The work will be more potent for dominating the movements of the people.

The hand that tended sheep was deemed worthy to write the Ten Commandments.

He said, "I don't need to dignify labor. Take Christ as our example. He became pre-eminent in glory because of brain and sinews toughened by toil."

Feeble oratory is worth while, but the fine art of teaching is living happily and working earnestly with children. We can gain success and largest achievement in building up life in the little people.

He closed by asking us to forget what we agreed with and cogitate on that with which we didn't agree.

ADA LOWDER.

(A delegate for P. E. Co.)

Browsings Among the Books.

BELGIUM.

(From Stoddard's Lectures.)

[In view of the present state of affairs in Europe, this description of Belgium, written twenty years ago, may be of interest.]

For centuries Belgium and Holland have been called the Low Countries; but their deficiency in altitude has not consigned them to obscurity. On the contrary, if valiant men, fine arts, and famous deeds are made the test of greatness, few countries in the world are so conspicuous in the light of history. . . . The Belgians evidently love their native land, for there is comparatively little emigration from it, and none of the other European countries equal Belgium in density of population (the average being about four hundred and eighty-five to the square mile), while villages and cities are so thickly strewn upon its fertile surface that Philip II said the whole country was only one large town. The inhabitants of Belgium are composed of two distinct races, almost as different from each other in racial characteristics as are the Germans from the French. The northern provinces, bordering mainly on the North Sea, are inhabited by the Flemings, a sturdy, blue-eyed, fair-haired people of Teutonic origin, somewhat akin to the Dutch. In fact, the language spoken by them closely resembles that of Holland, and the Dutch and Flemish read each other's newspapers, although they cannot