

Throne, Good Manners in Parliament, Debate, Division, The Senate and the Commons, Committees, Supremacy of the House of Commons, Senators, Members of the House of Commons, The Number of Members in the Commons, Census, Constituencies.

Here are three ways in which the programme may be made of interest and profit.

1. Assign each sub-head to a league member for a two-minute address in which he is careful to set forth all the facts of the text-book pertaining to his theme. Follow the addresses by a review from the leader in the form of an old-time spelling match, viz.: Assign two leaders to choose up sides, and line them up opposite each other and have the programme leader put the questions alternately to either side. The questions, of course, should be based upon the text-book and should be simple and direct cut, for example: What are the duties of the Speaker? How is he elected? What is the function of the clerk? The Sergeant-at-Arms? What is the Speech from the Throne? Wherein does it differ to-day from that of the earlier centuries in British history? Give an instance of unparliamentary language in debate. Name the steps through which a Bill passes before it becomes an Act of Parliament. What is meant by the House going into "Committee of the Whole"? What is the force of the statement, "The Bill was killed in Committee"? Why is the House of Commons supreme? When must a government resign? How is a Senator appointed? What are his qualifications? What is the number of Senators from Ontario? What is a constituency? How does a division take place? What is the census? What part does the province of Quebec play in determining the number of members of the House of Commons from the other provinces? etc. You may add to them as you will.

If the sides are chosen two or three weeks before the meeting so as to give time for preparation, so much the better.

2. In case you cannot secure fourteen members to take part, divide the topic into sub-heads, as follows: The Speaker and other officers of the House, How a Bill becomes an Act of Parliament, The Membership of a House of Commons, The Senate and the House of Commons, Committees and their Work, The Supremacy of the House of Commons, etc. Follow these addresses of three or four minutes each by some such review as is outlined above, or by a further six or eight minute address on: A Study in Comparison and Contrast in Respect of the British House of Parliament, The Canadian House of Parliament and the United States Congress.

3. Give a practical demonstration of the chapter by throwing your league into the form of a House of Commons in actual session. Appoint through the executive or citizenship committee the Governor-General, the Speaker, the Sergeant-at-Arms, the Clerk, the Pages, the Leader of the Opposition, the Prime Minister and Cabinet who might be the members of the League executive. Divide the League by alternate choice of the Premier and Opposition Leader into the Government and Opposition sides. Prepare the Speech from the Throne and the debate thereon, name characteristically the constituencies represented (e.g., Blind Valley Mt. Optimist, etc.), arrange for the introduction of Bills, their discussion in Committee of the Whole, etc., etc. In short have a Mock Parliament. In this way all the facts contained in the chapter may be clearly brought out and illustrated. A summary of the proceedings at the close, say, by the Pastor, who, by the way, might act as Speaker of the House, might bring to an end a highly interesting and educational programme.

### The Fun of Doing Well

It is related of the late Lord Napier that once he played a trick on some officers to find out the right man for a certain post. The story is that he had three ambitious officers to choose from, all of whom would like to be colonels at once. Lord Napier sent for these young men, and in due order detailed them to some ordinary routine work to be done. They went to their work without suspecting that the general wished to test them and was having them watched for that purpose. The first two, whom I will call A and B, considered the duties very much beneath them, and discharged them in a very careless and perfunctory manner, while complaining of the affront which they had received in being asked to discharge those duties. The third young officer was prompt, energetic and thorough, and acquitted himself with credit.

"How is it," demanded Lord Napier, "that you thought such matters worthy

### Selected Points About Work

Recognize that work is the thing that dignifies and ennobles life.

Choose, if it is possible, the vocation for which nature has fitted you.

See how much you can put into it, instead of how much you can take out of it.

Remember that it is only through your work that you can grow to your full height.

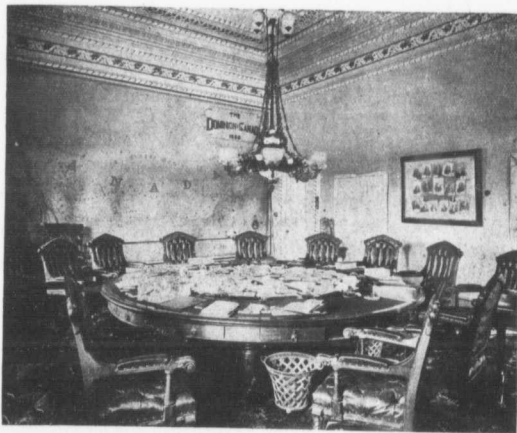
Train the eye, the ear, the hands, the mind—all the faculties—in the faithful doing of it.

Remember that every vocation has some advantages and disadvantages not found in any other.

Regard it as a sacred task given you to make you a better citizen, and help the world along.

Remember that every neglected or poorly done piece of work stamps itself ineffaceably on your character.

Refuse to be discouraged if the standard



PRIVY COUNCIL CHAMBERS, PARLIAMENT BUILDINGS, OTTAWA.

of so much care?" The young fellow flushed. He thought the general believed that he was an officer who had wasted too much energy on matters of no great moment.

"Beg pardon, general," he answered, "but it was just the fun of seeing how well I could do them."

The grim old general's face relaxed into a pleasant smile, and he said: "You are promoted to a captaincy. Go and see how much fun you can get in doing your best in that position."

Do your little bit right, and influence will in time back you up.—Dr. Coats, in *Young Men*.

### Ingratitude

"That was a disgusting tramp I helped this morning," said old Mrs. Smythe.

"I gave him a pie and asked him to saw some wood, and about ten minutes later he came in and asked me if I'd mind if he ate the wood and sawed the pie!"

"Our hopes are frail, our talk is vain;  
We merit censure, blame, not pity;  
When we, for sake of party gain,  
Vote fools and knaves to rule the city."

you have reached does not satisfy you; that it is a proof that you are an artist, not an artisan.

Educate yourself in other directions than the line of your work, so that you will be a broader, more liberal, more intelligent worker.

Regard it not merely as a means of making a living, but first of all as a means of making a life—a larger, nobler specimen of manhood.

**"3** KNOW no more animating thought for a young man entering life and conscious of power than the reflection that he is not living for himself alone, but that all his own strivings after excellence and after a higher life are distinct even though humble contributions to the improvement of the race to which he belongs. Every race to which he belongs, every truth he learns, every sweet and graceful image which a poet may have helped him to harbor in his heart, every piece of good work he achieves, does something to alter for the better the conditions of life for those with whom he comes in contact. It helps to make the path of duty and of honorable ambition easier, safer, more accessible, more attractive to all who come after him. And perchance it may enable some of them to say years hence, 'We are grateful for his memory. This world is a better world for us to live in because he lived in it.'—Sir Joshua Fitz.