

The White Ribbon

FOR GOD AND HOME AND HUMANITY

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REVEILLE.

Wake, Brothers, wake, for the Night
is past;
The Stars are hidden, and see, at
last,
'Gainst bluest Heaven the Peak
stands clear;
And though we are lying in shadow
deep,
Naught checks the Great World's on-
ward sweep—
Up, Brothers, up; have done with
sleep,
For Day, clear Day, is here:
The whole glad work of the World's
to do;
There's a place there for every Server
true;
So swiftly away to field, forest, mart,
With song and laughter in every
heart,
While under it all—strength of each
emprise—
Rings the Master's voice, shine the
Master's eyes.

—Marsyas.

PREJUDICES.

(By N. E. Coad, M.A.)

"Man's prejudice is of the Mind,
Woman's of the Heart."—Hon. T. M.
Wilford.

1. "That Domestic Science should
be the predominating subject of study
for all girls in secondary schools."

This prejudice is very firmly estab-
lished, for it has recently received
official sanction by means of regula-
tions, which makes a stiff course in
Domestic Science compulsory for all
girls in secondary schools. To com-

ply with the regulation, a girl must
spend at least a quarter of her school
time at this work, and just lately we
have seen the brightest girls in a
large school being compelled to
drop botany in order to learn
dressmaking. The great pity of this
is, that for dressmaking, there are
numerous opportunities after school
life is over, but for botany this is the
only chance of a life-time.

The intentions of the authorities, of
course, are excellent. But that is
nothing, for good intentions can
bring disaster. Remember the little
proverb about them. Some educa-
tionists we know believe that this
scheme will "save the babies, pro-
duce excellent dinners for happy and
healthy husbands, solve the servant
problem, and stop all youthful im-
morality." In short, it is a panacea
for nearly all of the social sins among
our young people.

Certainly this is a glorious vision,
and there is only one little limitation
to the whole scheme—very small ac-
count has been taken of the girl her-
self, as to her nature and her needs.
For instance, for boy educational
practice now inclines towards giving
to them freedom to work along the
lines of their particular aptitudes.
Should not this be the rule for girls,
or are we to assume that nature has
cast them all in the Domestic Science
mould? Mothers and fathers with
daughters whom you wish to be train-
ed to earn their own living, what are
your views on this matter?

2. "That Wealth exalts a Nation."

This is a good old British prejudice.
Why is it that British Governments
and the British commercial classes
have always opposed a liberal educa-

tion for the masses? Read the his-
tory of educational reform in Eng-
land, and you will see this opposition
written large on every page. And to-
day the British Empire is only reap-
ing what it has sown in regard to the
masses. In spite of our boasted de-
mocracy, the people are still looked
upon as money-making machines, and
their health, happiness, and welfare
must be subordinated to high prices
for butter, meat, cheese, or any other
commercial commodity. The ques-
tion is: Will this Policy Pay?

Read the history of old civilisa-
tions, and one sees that this spirit
drives a nation sooner or later on the
rocks. It will drive the British Na-
tion on the rocks if it is not arrested.
Our Empire, of which we are so
proud, will stand the shocks of time
not by the means of silver or gold,
but by means of the character of its
people.

Now, does our New Zealand Gov-
ernment ever adopt this point of view
in dealing with the Education Esti-
mates? Does Cabinet ever consider,
when an Education grant is asked
for, that the future security of New
Zealand will depend on the social in-
telligence and health of its people?
If so, how do you account for the pre-
sent plight of our Educational insti-
tutions, of the "dying" condition of
the teaching profession? Parents,
educational reforms are in your own
hands. The welfare of your children
and the fate of this Dominion is in
your own hands. This is your re-
sponsibility. What are you going to
say to our Government at the next
general election? In giving your
vote, which will you consider the
more important, the monetary wealth
of the nation, or its social and civic
health?

AN EDUCATED PEOPLE.

THE FOUNDATION OF EVERY STATE AND EMPIRE.

To one of the philosophers of ancient Greece is credited the statement that "the foundation of every state is the education of its youth." Time has wrought many changes of opinions concerning almost every conceivable subject; but standing out, beacon like, amidst these many conflicting opinions is one that admits of no modification, and which time can not be said to stale. "The philosophers," said Findlay, Professor of Education in Manchester, "who differ in every thing else, agree in maintaining that the progress of mankind depends upon education; for defined in the broadest terms, education is no more and no less than the provision that mankind has to make for the progress of the species to which he belongs—i.e., civilised man."

History—ancient, mediaeval, modern—shows us in no unmistakable manner that education rightly interpreted and rightly utilised is the saving factor in the development of the nation. In our own times the great world war is bringing forcibly home to us the reflection that national survival is dependent largely upon national efficiency, which latter depends upon the strength and stability of its super-structure to an educational basis embodying that which is best morally, physically and intellectually.

There are associated to-day with educational thought and enquiry issues of the very greatest and gravest national importance, and if we are to carry forward successfully the work of civilisation in the name of which our brave men—and women too—have shed blood, we must be alive to the fact that the great reconstructive work ahead of us can be adequately appreciated and carried out only by a National Educational organisation complete in its various aspects.

It will be necessary after this war to establish new standards of value in our judgment of what makes life worth living, to the end that a more kindly spirit of fellowship between class and class and between man and man may be born of a finer appreciation of the meaning and value of co-operation. "That which occupies the mind enters into the conduct, just as that which is near the heart invades the intelligence and what enters into conduct fashions fate."

If, then, education is to become a vitalising dynamic force in the community, making for efficiency amongst the unity of the nation, there must be a united purposeful effort made by the people themselves to raise our educational system to a higher plane that it may become expressive of the best ideals of an educated democracy.

The New Zealand Educational Institute is to-day testing the people of the Dominion in terms of these ideals, as to the reality of their interest in the education of their boys and girls—the coming legislators of the nation. No greater asset has the nation than the child—no greater responsibility has it than the education of the child.

We claim then for the child the very best that the State can give in the direction of adequate educational equipment, to the end that our nation may the better face and handle the problems of the future as a nation of trained character and robust physique.

The Hon. Mr Hanan, Minister for Education, speaking at Palmerston North recently, said, "We will not attain to that position among the nations to which we aspire until we make education our leading industry." This surely implies the greatness of the responsibility of determining the educational ways of our nation. It positively indicates a vital interference with its very soul.

Is there any disposition to-day, let us ask, on the part of the people of this Dominion to place education on this high pedestal? Is there any conclusive evidence of any profound belief in education on our part as a people? The man in the street is hardly ready to endorse the conviction of R. L. Stevenson, that "To be wholly devoted to some intellectual exercise is to have succeeded in life." By success we mean something different.

It is interesting at times to note the care with which we discriminate between matters mutually related. Take for example health of mind and health of body. These two are surely complementary, vitally depending the one upon the other, but one would hardly think so, in view of the fact that although sanitation is rightly regarded as being an indispensable condition of national well-being, education is not so regarded. It is one of the things which can be starved in the interests of war economy. One large City Council exposed its intelligence in this direction soon after the war began by withholding a grant of £50

which it had made a few years previously to the School of Social Studies!

How can we hope to retain our high position among the nations of the earth if we fail to provide adequately for the educational equipment of the units which enter into the composition of the State? Dr T. A. Smith, in his illuminating work, "The Soul of Germany," tells us that the various States spare no expense whatever in making their universities the finest in the world, with the result that in medicine, experimental science, and so on, the institutes have become models for other countries. In December, 1914, the Bavarian Government granted the funds for building a new Technological Chemistry Institute in Erlangen. Thus even in war time, the Government intends to see that the universities and schools do not go short. Our Government, of course, has yet to be convinced that such a procedure is not disadvantageous to the best interests of the Dominion and the Empire.

We fairly state the case, we believe, when we say that war or no war education is a vital necessity, and we should be satisfied with nothing savouring of the makeshift. Our educational machinery should be such as to reflect the highest credit upon those directly responsible for it. Coming to actual conditions, what do we find?

Thousands of our children are spending their school-days—the impressionable days of their lives—in dingy buildings, in rooms dimly lit, overcrowded and under-ventilated, and in this condition of affairs we quietly acquiesce. The schools of our grandparents are the schools of the grandchildren, and we are quite satisfied that they should be so, for we have not yet caught the spirit of the vital national importance of Education.

Let us look now to the teacher problem. We are officially assured of a most acute shortage in the teaching ranks. Men are not forthcoming. Obviously in the long run the only way to obtain an adequate supply of adequate teachers is to pay adequate salaries. The strengthening of the teaching force is an economic problem, and it is by economic inducements alone that a satisfactory and permanent solution can be found.

Knowing the facts, what are we going to do? Some point to the war to-day, and say that educational reform must stand in abeyance because of it. But this condition of affairs existed

long before the war. To-day we find some of them only accentuated. We admit the difficulties arising out of the war; but whatever these may be they must be treated as incentives to action, and not as excuses for inertia.

The N.Z.E.I. has set forth in a very definite manner the reforms, which in its opinion, our education system stands most in need of. Chambers of Commerce, Workers' Educational Associations and other public bodies must of necessity interest themselves in this movement, for the welfare of the nation demands a united many-sided interest in things educational, that our Empire may embody in its educational system suggestions for raising the whole standard of educational thought and activity.

Already there are signs that the publicity campaign is bearing good fruit. The people are at last beginning to awaken out of their long apathetic sleep. We only need a strong public backing, and in due course our politicians, who estimate the importance of every question in terms of votes, will realise that education in this Dominion has reached an important point in its development, when the people assign to it its just position among the things that count when the fate of the Empire is at stake.

Given this public support, we may then look for political action, expressive of the views recently stated by one of our Cabinet Ministers. "We (Cabinet) all feel convinced that education is the greatest problem in New Zealand to-day. Reform will come, and everything possible will be done to properly mould the character of our future citizens."

The call comes clearly and definitely to all interested in education to take some part in helping on the Educational Campaign now in progress, to the end that we may acquire knowledge concerning the real conditions of national strength, and of the things which are best worth knowing and having—the things which have absolute worth in themselves, and give their worth, as Aristotle says, to all other ends.

F. C. CAMPBELL,
President, Manawatu Branch.
N.Z.E.I.

OUR PLAYGROUNDS.

Our growing realisation of the value of education play, which is probably one of the happiest results of child study, is bringing with it the conviction that we have been very short-sighted in not providing sufficient suitable play areas for the children living in many of our urban and suburban districts. Although New Zealand is but a young country, overcrowded play-grounds are much too common in our cities, and many of the children of the present generation are growing up under conditions distinctly worse than those of the past generation in respect to space for daily play.

True, the matter has not yet become acute here, as it has, say, in crowded parts of New York, where I have seen three thousand children in one school, with no more playing space than that provided by the basement of the school building itself. But the case is already bad enough here, and will grow worse all too quickly if we fail to grapple with the difficulty, and overcome it while we may. Of course we shall have to spend large sums to acquire areas sufficient for the purpose, but if we realise that the expenditure will bring in a fine return in the improved quality of our future citizens, the funds will be forthcoming. If it were a matter of physical health alone, I believe the event would justify an outlay sufficient to enlarge every unduly small playground. But we can expect far more than this—nothing less, indeed, than an improved mental and moral fibre.

The old idea that play is merely an amusement—something supplementary to the real business of life—is not true of the child. Play, with him, is life. His interest is there; his effort is there. For him to play is to work. He does not realise that this is his preparation for his life's work; for him play is the all-absorbing work of the present. Such play as this is educational in the sense of Dewey's famous dictum: "Education is not preparation for life; it is life."

It would be interesting to speak of the social education of play, and also to deal with the various categories of play, such as experimental play, constructive play, acquisitive play, imitative play, and dramatic play, and to show "how each of these contribute to the hygiene of the mind and the spirit, contributing some element to the wholeness of the man towards

which all education should consciously be directed," but the scope of this short paper will not allow.

For play there must be space. Probably the most universal characteristic of children's play is activity of the whole body. It has been estimated that in the eighth year chase games outnumber all others in the ratio of 2 to 1, and they become more popular until the tenth year. Distant playing fields visited once or twice a week cannot provide for such activity. Space must be easily available many times a day.

For the strenuous team games, which become popular with early adolescence, marking a growing mental development, we shall probably never be able to provide fully in every playground, but it would be possible for our Education Boards to do what has been done in Edinburgh, and, no doubt, in some other cities. There in different suburbs the Education Board owns grounds with the necessary facilities for national games. By means of a rota each school within convenient distance receives its fair share of the use of the grounds, so that all in some measure are provided for.

I think we have not yet fully realised how the development of a co-operative spirit, engendering self-sacrifice and loyalty, as well as other admirable qualities, makes such games as football and cricket almost of supreme value in character building, when they are played under suitable conditions. In the school playground itself, if space cannot be found for these games, provision should be made for other team games, such as basket ball, so that children may by daily play develop the co-ordinate spirit essential to good citizenship.

But I have not space to discuss in detail how the playground should be laid out, so as best to achieve its purpose as the home of educative play. The first requirement is space!

I suggest that Parliament should order a return showing: (1) The number of playgrounds in New Zealand with sufficient area for the number of children to be accommodated.

(2) The estimated cost of making good the deficiency.

Then a scheme for the immediate or gradual acquisition of the necessary areas should be at once set into operation.

Such a work is of national importance, and is not unworthy of the consideration of statesmen!

H. G. COUSINS, M.A.

Early to bed,
Early to rise,
Wear your white ribbon
And advertise.

AN EDUCATIONAL COMPROMISE WITH EXISTING CONDITIONS.

(Winifred G. Maitland, Kelburn
School, Wellington.)

At the present day a parent, on visiting a school, finds much in the methods of the school that is different from the methods used in his day. One frequently hears the opinion expressed that "What was good enough for me in my day should be good enough for my son." To these critics I would like to say: What was good enough for John Brown, senior, in his day, is certainly not good enough for John Brown, junior, in his day. The interval between the school days of John Brown, senior, and those of John Brown, junior, has afforded many opportunities for a better educational procedure to be discovered. We can be only too thankful that this is so; for there is no mythical John Brown who does not wish that his son should grow up to be a better man than himself. In our school system we try to adopt the ideals and suggestions of those we feel to be the best.

Our schools, however, have a long way to go before they can carry out many of these ideals. Our large classes will have to be reduced, and a very much smaller number of children given to each teacher to educate. Even our buildings will have to be changed, and suitable open-air schools erected in their place. Instead of spending money on needlessly costly structures, our attention will be directed to better and more profitable playgrounds. This war has taught us the importance of educative playgrounds—places where we may hope to develop a race healthy in mind and body, and brought up, not only to know how to play games, but "how to play the game." In existing circumstances, everything must of necessity be a compromise; and each school is nobly trying to do its best amidst numberless difficulties.

In the Kelburn School, in Wellington, with large numbers, and in a limited space, we are attempting to break down the class system of instruction—a system that takes it for granted that every child in a class of 40 or 50 pupils is at the same mental level as the rest. Rigid military discipline is more or less an essential in considering work on these lines, simply because the work is either too easy or too difficult in the majority of cases. The quick child finishes his work and gets into mischief, and the

slow one is bored because he does not understand, and consequently seeks interests elsewhere. The teacher is at her wits' end to "keep discipline."

In our school we are attempting to give each child the opportunity for his own individual progress. In a class of 50, number 1 does not have to wait till number 40 has grasped a particular rule in arithmetic, but is allowed to proceed at his own pace. The result of such a method is bound to benefit the child in every direction. The quick ones go ahead, while the slow ones are able to receive more attention from the teacher. With more time at their disposal, the quick ones may follow their own bent in other directions, such as reading, writing, drawing, or any form of handicraft. Some of the little ones are allowed to keep at school a "plag-bag" full of materials and tools to carry out their own special inventions. The children have thus an opportunity of working on their own responsibility, and we find that this makes them more independent and reliable in their general work. I would point out that all this individual progressive learning means very much more work and organisation for the class teacher. It is a more or less simple thing to think out one lesson for one class, but it becomes a very complex matter to keep account of the individual progress of a child who is probably graded differently in each subject.

In our educational compromise, while we do not overlook the requirements of the syllabus, and the acknowledged standard of ability of the children in connection with the three R's, we are able to give a large portion of the time (though not so large as we know to be right) to the things that really matter with little children; I mean, to handwork, to games, and to the contact of the child with his natural surroundings.

Those people who are continually advocating the teaching of the three R's at too early an age, because the child must be hurried on to another stage, remind one of the people who are so busy preparing for the next world that they have no time to consider whether they are living the right kind of life for this world. We are continually overlooking the fact that it is not so much our place to prepare children for the life they are going to lead (though, of course, we cannot help keeping this in view) as it is to help them to live most thoroughly and effectively through each phase of their existence.

The little children of three and four years of age who come to the Kindergarten have to learn how to live and behave in their small community, just as effectively as the older ones live in theirs; and they learn this best by being surrounded by suitable child-like interests. Through their play, and through contact with Nature, they come into touch with all that is vital to them at that age.

Most assuredly the three R's have their place in school, but, unfortunately, we try to begin teaching them too early. Could we but leave all this type of teaching till the child reaches seven years of age, when he is ready for such work, we should find him with a mind prepared to master the technical difficulties in a few months, and muscles better under control to carry out the finer operations of writing and other exercises. On the other hand, it has so often happened that a child who has shown ability at an early stage has suffered for it later on. The whole question, it seems to me, rests with the parents of this country—whether the A B C of the alphabet is more important for a little child to learn than the real A B C of citizenship.

THE RED CROSS SHIRT.

She made the shirt with careful, trembling hands,
The edges hemmed, and stitched the soft gray bands;
Then folded all with loving gentle care,
And with the shirt she sent a little prayer:

"Cover him warm, good shirt;
Help him to bear the pain;
Soothe him to sleep, unfevered, deep,
That brings to health again.

"Is it some fair-haired boy
Afar from his mother's hand
Let him find in this her love and kiss,
With the love of his mother's land!

"Is it some lonely man
For wife and child forlorn?
Fight the good fight—win through the night,
They wait for you in the morn!

"Home—and love—and peace—
And the knowledge of duty done—
These are for you, our heroes true,
When victory is won!

"So cover him warm, good shirt,
Help him to bear the pain;
Win him to sleep, unfevered, deep;
And send him safe home again!"

—Nina Moore Jamieson.
R.R., Millgrove, Ont.

EDUCATIONAL PROGRESS.

At the time when the Education Act of 1877 was passed our Colony was almost in its infancy, and education was viewed largely as a luxury. The three R's were believed to be sufficient for those who had to make their way in life.

The change in social and industrial life, due to the application of science to industry, has opened up for our children new and varied opportunities, and requires a better and more varied equipment than was needed forty years ago. Every boy and girl to-day must be trained, not merely to become a wage-earner, but also to fulfil the duties of a citizen. The schooling that was found sufficient for those times and conditions is, neither in kind nor in degree, suitable for to-day. The average life of to-day requires, in addition to an accurate knowledge of fundamentals, an alert and active mind, a well-developed imagination, a power to reason as to cause and effect, a skill in the use of the hands; while the strenuous days before us can be met only by those whose moral and physical equipment has received every care.

Alongside of this widened conception of the province of school education, there has grown up on the part of both thinkers and teachers a keen desire to improve the methods of teaching, in order that the children may receive the full benefit of this more comprehensive view of education. It will be evident that the teaching staff, buildings and equipment suited to the earlier scope of education, can in no way meet the greater aims of to-day. It is pertinent in this connection to enquire as to the qualification of our teachers for the work that now faces them. The day is far past—we would fain hope—when the failure in other walks of life has only to buy a cane in order to secure a position as a guide to youth. A few figures will help to indicate the present condition of things:

In 1915, there were under the Education Department 4668 adult teachers in the primary schools. Of these 1370 were uncertificated, while 1076 of these had no recognised examination status at all. Of the total number of teachers only 1568 had any educational standing above that of the matriculation examination. And yet neither a doctor, nor a lawyer can commence his

professional training until he has passed that examination. In view of these facts, can it be claimed that our teaching staff is qualified educationally for the important work given into their hands? What inducement is there for highly-educated young men and women to enter the profession? An average salary of about three pounds per week. It cannot be stressed too strongly or reiterated too often that the trained teacher is the key that will open the door to the improved education of our future citizens.

As a result of the shortage of trained teachers, modern methods and ideals cannot be applied effectively. How can a teacher know the mental and physical make-up of sixty, seventy or eighty children? These unwieldy numbers make it necessary for pupils to be drilled, not taught, in the mass. Any inducement to encourage individuality is promptly checked by the task of disciplining the crowd.

When we turn to the buildings doing duty to-day as schools, we find the same failure to adapt our means to our growing needs. Many of the buildings are old, of poor design, without proper attention to ventilation and to lighting; while the requirements of new and approved methods are seldom given consideration.

Let anyone read one of the many books on the Montessori system of teaching infants, and then visit the infant department of any of our large schools. He will receive a very striking illustration of the futility of attempting to make bricks without straw.

If our nation is to hold its own in the coming commercial and industrial competition between nation and nation our system of education must be reconstructed with a view to greater efficiency. I have endeavoured to point out one or two of the more pressing needs. These can be met only by the public realising the responsibility resting upon them for the welfare of the rising generation of citizens. When they do this they will demand, and by demanding will obtain, the improvements so urgently needed. Education Boards, Committees and teachers are doing what they can. The Department is hampered by want of money, although they know, and are anxious to remedy, the defects of our system. Upon the people themselves, and upon them solely, must rest the onus of improvement.

D. W. LOW.

TWO WORDS FROM RUSKIN.

The sensibility of the nation is indicated by the fineness of its customs; its courage, continence and self-respect by its persistence in them. By sensibility I mean its natural perception of beauty, fitness and rightness; or of what is lovely, decent and just; faculties dependent much on race, and the primal signs of fine breeding in man; but cultivable also by education, and necessarily perishing without it. True education has, indeed, no other function than the development of these faculties, and of the relative will. It has been the great error of modern intelligence to mistake science for education. You do not educate a man by telling him what he knew not, but by making him what he was not.

Since the essence of wealth consists in power over men, will it not follow that the nobler and the more in number the persons are over whom it has power, the greater the wealth? Perhaps it may even appear, after some consideration, that the persons themselves are the wealth, that these pieces of gold with which we are in the habit of guiding them are, in fact, nothing more than a kind of Byzantine harness or trappings, very glittering and beautiful in barbaric sight, wherewith we bridle the creatures; but that if these same living creatures could be guided without the fretting and jingling of the Byzants in their mouths and ears, they might themselves be more valuable than their bridles. In fact, it may be discovered that the true veins of wealth are purple—and not in rock, but in flesh—perhaps even that the final outcome and consummation of all wealth is in the producing as many as possible full-breathed, bright-eyed and happy-hearted human creatures. Our modern wealth, I think, has rather a tendency the other way—most political economists appearing to consider multitudes of human creatures not conducive to wealth, or at best conducive to it only by remaining in a dim-eyed and narrow-chested state of being.

Last January Idaho became a Prohibition State, and now for the first time in her history the gaol is empty. The local paper announced this fact by inserting the following advertisement:—"For Rent—Several rooms, large and small; centrally located; plainly but durably furnished; efficient attendance; meals free. Apply to the Sheriff Pfest, Ada County Gaol."

LIGHTNING—FLASHES.

It pays to pay for brains.

* * *

It is not much good saving bread and wasting brains.

* * *

The machinery of the modern State is its democracy.

* * *

The foundation of democracy is education.

* * *

Reason is always on the side of right.

* * *

Society is based not on science but on conscience.

* * *

We are deciding the future quality of our manhood.

* * *

The world moves forward on the feet of little children.

* * *

What we ought to go for most is giving the children a chance.

* * *

The sleeping mind of the child is the raw material of the good citizen.

* * *

As we teach our children to think, so they will be.

* * *

The child has the right to be lighted by all the rays that come from every side of the horizon.

* * *

Education should give to every child in the State a passport to the highest honours of the State.

* * *

Every child should have the same opportunities for education as may be enjoyed by the child of the rich.

* * *

Education means future efficiency in the business of the nation, and evolution in politics instead of revolution.

* * *

Educational reconstruction will be an essential part of the scheme of social reconstruction after the war.

To those declaring that industry needs an abundant supply of cheap juvenile labour, we answer: "Hands off the children."

* * *

I don't know what lesson you have learned from the war. I have learned that ideas rule the world for good or evil to a greater degree than industrial success.

We are only just beginning to realise that the capital of the country does not consist in cash or paper, but in the brains and bodies of the people.

* * *

Nearly all our social problems can be traced back to ignorance.

* * *

Men at their birth are naturally good; but if, foolishly, there is no teaching, the nation will deteriorate.

* * *

The future demands education. We must prepare to supply that demand.

* * *

Education is the factor which should enable us to live in constant harmony with our outer and inner self.

* * *

A complete and generous education fits a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war.

* * *

It is impossible to over estimate the responsibility lying upon the teacher. No man or woman is too good for the work.

* * *

It is not uncommon to find women teaching 60, 70 or 80 children—a serious wrong to teacher and pupil alike.

* * *

"It pays better to become a telegraph messenger than a pupil-teacher.

Of 4,700 adult teachers, over 2,000 are limited to a maximum salary of £140 (plus £20, house allowance for some 500 sole teachers).

* * *

Teaching is not a profession, but an occupation, and it is open for anyone to teach—whether qualified or not—so great is the indifference of the Department and the community. A fireman on a ferry boat must first serve three months as a trimmer, but there is nothing whatever to prevent him from coming ashore, should he so desire, after one month's work, and taking up the teaching of your children."

* * *

The only remedy is more trained teachers—but to train them we must get them, and if they are to be worth training, they must be of the best quality. The market value of youthful brains is rising, and "it pays to pay for brains."

* * *

"After the war, is a problem which is exercising the minds of all the thinkers in the world. One thing is a

certainty, and that is that Education will play a very great part in the re-adjustment. . . . Education is a vital necessity, and education needs no makeshifts, and yet our school buildings and equipments are one huge makeshift. What are the people of New Zealand going to do about it?

* * *

We know that the State's supreme need is good citizens; we know that training is essential to good citizenship; we know that the rivalries of the future will be more and more the rivalries of education. Knowing these things, can we say it is rational to look for intelligent citizens among children whose education ceases at fourteen years of age?

* * *

It is possible to be met with the remark that the country could not afford to pay more. The fact is, the country can not afford **not** to pay more. Money is available for the reforms asked for, and would be forthcoming if the Government were pressed. The Minister will not get the money necessary unless the people demand it.

* * *

All this will cost money. So it will; but the neglect of it will cost the waste of many lives, will cost the loss of the products of many brilliant brains; will cost the stunting of moral growth, and the undermining of social stamina; will cost social disturbances, and the instability of the public mind that waits upon ignorance; will almost certainly cost the breakdown of the liberty that our ancestors fought for and won. What monetary cost is worth weighing against such other costs as these?

* * *

Vigorous bodies controlled by trained and cultivated brains will produce more real wealth than all the bankers and gold-miners ever dreamed of.

* * *

The watchword for to-day is "**Prepare.**" The epitaph of to-morrow may be "**Too late.**" We have been lagging behind other nations in our system of Education.

The "White Ribbon" will be posted to any address on receipt of 2s 6d, payable to Mrs Peryman, Port Chalmers.

Ladies' Home Journal Patterns for Easy Dressmaking.

A very large number of these Patterns are sold, and because of their simplicity, and the excellent results that are obtained from them, they are most popular with New Zealand women. Clear directions are given with each Pattern. Designs for every description of clothing for women and children.

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THE MONEY VALUE OF EDUCATION.

The Bureau of Education, Department of the Interior, of the Government of the United States, issued last year a Bulletin entitled, "The Money Value of Education." It is a very striking production, and shows in many different ways, and with convincing clearness, that even from the point of view of power to make money there is nothing truer than that "education pays." The Bulletin is illustrated with diagrams, of which we copy two, one showing the relative value of the uneducated to the educated from the point of view of power to serve the community; and the other, the value stated in terms of money of every day a boy spends in school.

I.

DISTINGUISHED MEN OF AMERICA :: AND THEIR EDUCATION ::

WITH NO SCHOOLING.

Of 5 millions, only 31 attained distinction.

WITH ELEMENTARY SCHOOLING.

Of 33 millions, 808 attained distinction.

WITH HIGH-SCHOOL EDUCATION.

Of 2 millions, 1245 attained distinction.

WITH COLLEGE EDUCATION.

Of 1 million, 5768 attained distinction.

The child with no schooling has one chance in 150,000 of performing distinguished service; with elementary education he has four times the chance; with High School education, 87 times the chance; with College education, 800 times the chance.

WHAT IS YOUR CHILD'S CHANCE?

These figures were obtained by a detailed investigation of the history of the eight thousand persons mentioned

in the 1899-1900 edition of "Who's Who in America." A similar investigation of the 1910-1911 list gave "nearly identical results."

II.

EVERY DAY SPENT IN SCHOOL PAYS THE CHILD NINE DOLLARS.

9.02

9.02

HERE IS THE PROOF.

Uneducated labourers earn on the average 500 dols. a year for forty years, a total of 20,000 dols.

High School graduates earn on the average 1,000 dols. a year for forty years, a total of 40,000 dols.

This education required 12 years of school of 180 days each, a total of 2160 days in school.

If 2160 days at school add 20,000 dols. to the income for life, then each day at school adds 9.02 dols.

9.02

9.02

The child that stays out of school to earn less than 9 dols. a day is losing money, not making money.

9.02

9.02

These figures are derived from the history of the graduates of the Springfield (Mass.) High School up to the year 1907. The Bulletin states that they represent a fair average of what may be expected from a good school system. Probably the figures for our own country, if available, would be more convincing still. Unfortunately, none have been compiled, but this is what the School Journal has to say to New Zealand boys and girls about it:—

"Some shrewd boy or girl may ask, 'Does it pay to continue my education?' Well, figures showing the extent to which it pays have not been

compiled for New Zealand, but let us give you some figures that have been compiled elsewhere. Two groups of citizens were taken: (a) those who left school at 14, and (b) those who left school at 18. It was found that those who left school at 14 and began to earn money at once, received by the time they reached 25 years of age, only two-thirds of what was received by others who remained at school till they were 18, and for four years earned nothing. Moreover, at 25 years of age those who stayed at school for the longer period were, on the average, earning nearly two and a-half times as much in yearly salary as those who left school early."

SUPERINTENDENT'S LETTER.

If any local Superintendent of Notable Days is wondering how best to celebrate July 27th, my advice to such an one is, get together as many Union members and friends as possible and read to them an article which appeared in the "White Ribbon" number of July 19th, 1915. The article referred to is a sketch on the life and career of Mr T. E. Taylor, that great and noble man, who, having the courage of his convictions, dared to stand out boldly for Temperance in New Zealand in the early days of the movement, when prohibition was not the popular thing it has since become—the man who consistently championed the cause of women, and helped them to take their rightful place in the civic and political life of their country.

Mr Taylor's work should never be forgotten by the women of the W.C.T.U., who owe so much to his efforts on their behalf, and no one could read this paper (which was written for the Christchurch Union, and read on his memorial day just prior to the last licensing poll) without feeling inspired to fresh effort to rid the Dominion of the body and soul-destroying curse of strong drink, and to do his or her best for God, Home, and Humanity.

Unions, please remember July 27th, T. E. Taylor Day.

W. C. JONES.
Dominion Sun. Notable Days,
Ngaere, 1st July, 1918.

IT HAS ITS GOOD POINTS.

Many critical eyes are in these days turned on the education system of New Zealand; and much denunciatory ink has been expended on its shortcomings. Many of these criticisms have been justified, many have been exaggerated, and not a few have been unfair. In our youthful days we were often exhorted to "count our blessings," and the counsel is one that may well be heeded at this time and in this connection. Statements have been made over names that should command respect that would almost lead those who do not know the facts to suppose that to send a child to school would be to condemn him to physical ill-health and mental stagnation. This kind of talk, though it serves a certain useful purpose, is often one-sided and unfair. It is true that not all the children of New Zealand comply with the prescription of the poet's fancy "Iron-jointed, supple-sinew'd, they shall dive and they shall run," but a great many of them do so, and more will do so when the work of properly co-ordinated Education and Health Departments has had time to show its results. When the people of New Zealand convince the Government that they are in earnest about the welfare of the children and of the State, the Government will begin to "sit up and take notice," but let us not, in our eagerness for a better future, be unjust to the present or forgetful of the past.

New Zealand has much to be thankful for in its education system. When it was designed it was probably the best that up to that time the world had known. Since then other nations have made far greater progress than we have, so that we have lost our position of pre-eminence; but that is not to say our system is a failure. It is very far from that. Though it has relatively fallen out of the front rank; it has actually made very considerable progress, and has achieved great success. Particularly is this the case in regard to the unifying and consolidating the spirit of the people of the Dominion. With few exceptions, the whole of the Dominion's youth has passed through the Dominion's schools. All classes have met in the same class-rooms, joined in the same games, shared in the same lessons, and competed for the same prizes. When school days have ended, they have, speaking generally, engaged in the same employments and

recreations, and have thus, from youth to maturity, grown up together in "unity of spirit and the bond of peace," and, let it be added, in a very large measure of "righteousness of life" also. Hence the happy freedom our country has known from the class distinctions and sectarian dissensions that have marred the lives of multitudes in the older countries. This freedom has been the result of the fusion of classes, the softening of animosities, and the growth of mutual understanding and good-will so abundantly manifest in the manner of New Zealand's response to the call of war.

The national unity that has been founded in the schools has stood the challenge of fate, and has been proved true both by our men in the field and by our women at home. There is the same co-operation among the patriotic women-workers at home as there is among the fighting forces in the field. As in the school the scholarship winners, so in the field the leaders of men, have come from all sorts and conditions of homes,—they are alike the product of the national system of education. Truly, we have much to be thankful for, and much more to be hopeful for. What has been done is only a beginning. We have to convince a stick-in-the-mud Government that we must not stand on our achievements,—we must go forward. Our national spirit has on the whole stood the tests of the past with honour. Will it equally well stand the severer tests of the future? Not without cultivation, not without direction, not without instruction in the eternal principles of justice, mercy, and truth, which, when all is said, is what is meant by the word education.

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Of New Zealand.

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 (Telephone No. 1).

Associate Editor: Mrs Evans, M.A.

Business Manager: Mrs Peryman,
 Port Chalmers.
 (Telephone No. 1).

DEATH.

BROWN.—On June 12th, at Methodist
 Parsonage, Te Kuiti, Ellen M., the
 dearly loved wife of Rev. C. W.
 Brown. Interred at Morrinsville.
 "Faithful."

The White Ribbon.

For God and Home and Humanity.

WELLINGTON. JULY 18, 1918.

Who has not heard of the Scottish divine who began a prayer with the words, "Paradoxical as it may appear unto Thee, O Lord"? Adapting this admirable exordium to our present purpose, we may say that, paradoxical as it may seem, the cause of education languishes because it has so many friends. There is much truth in the saying, "Save me from my friends." History shows that it is quite possible for a cause that is at first held in almost universal detestation to become popular and victorious. In fact, the measure of the original odium is the measure of the ultimate triumph. Let Truth be bitterly hated, and it has an excellent

chance of being ardently loved. Let the cause of righteousness be violently assailed; it will soon be as warmly loved. So it has been with anti-slavery crusades, franchise agitations, religious reforms.

But it is different with the cause that is mildly approved by all from the beginning. There being no resistance on the one side, there is no provocation for enthusiasm on the other. Having the goodwill of all, the cause never enlists the services of zealous missionaries, without which great momentum is not acquired. This last state is far worse than the first. This is the state of education.

The difficulty in the way of educational reform is that the general public has not strong views about it one way or another. Start a conversation on it with the man sitting next you in the car and he will endorse what you have to say about it. Removing his pipe from his mouth, he will charm you with some such original remark as this: "Yes, a most important thing, education. A fellow can't have too much of it. Wish I'd had more when I was a youngster." And then he will go on to some subject more congenial, the war, or perhaps the latest police case, horse race or picture show. This is the attitude of the general public—an attitude not of hostility but of something worse, namely, indifference. And it is the well-to-do, comfortable public that is to blame, if blame is anywhere attachable, just as much as the poorer sections of the community. Indeed, the latter often do much harder thinking about education, its meaning and its purpose, than their more affluent brethren. Even the professional element in the State is not free from the prevailing apathy. No wonder then that the cause languishes in spite of the earnestness of its true advocates. The few do, indeed, urge the paramount importance of education and the need of constant reform in its methods as the times change. The many agree in a facile and unreflecting way and there the matter ends, so far as they are concerned.

One of the weaknesses of democracy is that its rulers give the public only what the public, or the noisiest section of it, most loudly demands. Under the party system, a Government legislates as its partisans dictate. Now, the partisans of education are few, very few. They control no legislature and command no block

vote. No Government ever goes out because its educational policy (unless complicated by some religious element) was too conservative or too radical. Educational reform is not the stuff out of which election platforms are wrought. It may, perhaps, be a small plank in a platform, being inserted on the off-chance that it may come in handy, on the "any plank in a storm" principle. It isn't the politicians who are to blame. It is the public, whom they serve, and try to please.

Herein we see the reason why the educational grant is so meagre and pitiful. Though much requires to be done, and can be done only by money, the necessary means is withheld because the public do not demand it. The public is tepidly well disposed towards education; but it regards other things, such as the freehold or the leasehold, alterations in the mode of settling industrial disputes, changes in the tariff or taxation, as being of more moment. The public wants Barabbas and it gets Barabbas.

Now the thing to be done is to get the public to place first things first, and to realise that the claims of education should constitute the first charge on the revenue of the state. It is no use blaming the Minister of Education for the time being because the grant is insufficient. The honest man no doubt does his best but can't get any more out of the Government. It is no use blaming the Government, because it must please the people or it won't last. No Government will immolate itself for a cause which, like the rest of the public from which it is drawn, it approves, but without passion. Indeed it is no use blaming anybody except ourselves for not making education a more live issue in the community. The only practicable cause for true friends of education to follow is to cease to be rather apologetic and to become confidently insistent. The time has arrived for us all to commence a campaign in the press, on the platform, in the restaurant, in the home, everywhere—a campaign on behalf of education, to rouse the public from its state of rather somnolent and good-natured indifference. The public must be got to see that its own interests and those of its children require that our system of education be made as efficient as possible.

When Woodrow Wilson wrote about "making the world safe for democracy" he penned the classical defini-

tion of our war aims. But Prussianism is not the only enemy. Democracy is not of necessity made permanently safe by the crushing of militarism. Democracy implies freedom, and freedom, enlightenment. The only source of enlightenment is education. An imperfectly educated country cannot be a perfectly democratic country.

"Eternal Vigilance" Burke tells us "is the price of liberty": we who profess to have the interests of education at heart must be not only vigilant in ourselves but the cause of vigilance in others to see that education is not relegated to the background of our national life, but given its proper place, which is first. Let us make no mistake. Education is not one of the most important concerns of a nation; it is **the** most important.

When we get the people as a whole round to this way of thinking—and it will only be by tireless effort that we shall do so—then the day will arrive when the educational grant will be commensurate with the importance of the end to be served. And what need there is for an increase in the grant. Better salaries for the teachers, that these, after years of preparation, may receive in a concrete form the State's recognition that their work is skilled; better schools, roomy, spacious and hygienic; large, grassy playing fields in or near every school; more teachers, that the classes may be smaller and that each child's individuality may be studied, and allowed for; that mechanical standardisation of product may cease; better equipment of schools, including such things as cinema apparatus and educative film stock, that the children may not be left utterly a prey to the crude sensationalism and tawdry vulgarity of the popular "movies"; clerical assistance in every school of any size, so that the headmaster, who ought to be, and generally is, a man of ideas and experience, be not converted into a clerk, and be left free to teach, and to show others how to teach; clerical assistance, too, for the inspectors, that these be not occupied during so much of their time with purely administrative work that could be done by others less highly skilled than themselves. All these things and more are urgently needed. We must battle on for them, stressing their importance wherever and whenever we can. "We must educate our Masters" to appreciate the importance of education.

Our system of free, secular, and compulsory education, for which men like Bowen and Stout have done so much, has its enemies. Several of the Churches detest it, and would willingly change it. It is our duty, as well as our interest, to preserve it in its integrity, so that New Zealand be not peopled by mutually distrustful denominations, but by a society of men and women who have learned in the public schools to understand and like each other.

Denominationalism and class distinction, which have created the private school for the children of the rich must both be routed. They can be permanently routed only by our making the public school the temple of culture and morals, by rendering it so effective an agency for promoting sound knowledge and noble character that it shall command the confidence of everyone, and compel even the unwilling to send their children to it lest they miss some advantage.

To do this we must have the means, a yearly educational grant proportionate to our needs and purposes. To secure the means we must stress the worth of the end. We must be indefatigable in our advocacy; we must not rest till the public as a whole realise that first things must come first; and that among these latter the first, always the first, is education, the cause of which is the cause of the nation's brain and heart, of the breath and soul of its civilisation.

EDITORIAL NOTE.

Thanks and apologies are tendered together to those who have assisted in the production of this Education Number of the "White Ribbon,"—thanks no less for those contributions which have been unavoidably crowded out than for those included; and apologies for the omission of many able articles and for the severe cutting down of most of the others.

READ THIS.

In the veteran Prohibition State of Kansas, 90 per cent. of the young men who enlisted were pronounced as fit and accepted for service in the Army and Navy. In a neighbouring license State only 25 per cent. of the volunteers were accepted. Prohibition evidently improves the race.

TRIM OUR LAMPS.

Viscount Haldane, on education and democracy:

"At the foundation of all reconstruction after the war lies the solution of this problem of education, and without that solution we shall not be prepared to face what is in front of us. An announcement which fills me with gladness is the determination of the Labour party in their reconstructed programme to couple brain with hand. It means that up to now the Labour party has confined Labour to manual labour, and has excluded brain power. The teaching profession is going to exercise great influence in the future, and there is a close connection between the schools and democracy. There have been in days gone by, and there are still, some members of the Labour party who say they do not want this education until we have a social revolution, because, he said, if a new system of education were set up it would only be exploited by the capitalists. Those are belated views. The workman wants to feel that he is doing something more than the work of a machine. He wants to be treated as a mind, and not as a machine. Industry depends to a large extent on knowledge, and there will be almost infinite grades among the workmen as individuals. We do not know what we have done by starving our democracy in education. There may be genius in the brain of the boy or girl, children of the labourer, as in the brains of a child of a lord. If that talent never matures it will be a great loss to the State. If the germ which lies in the proclamation of the Labour party is taken seriously, they will have something which will not only go far toward solving the social questions of a subsidiary kind which arises out of this. The war has given us a chance to recover the ground we ought to have occupied before. The calamity of this war has its brighter side. We as a nation have been awakened from our slumbers. Let us see that our lamps are trimmed and ready."

WOMEN ON SCHOOL COMMITTEES.

Tauranga: Mrs Chappell.
Hamilton East: Mrs Jones (re-elected) and Mrs Ware.
Nelson: Mrs Buchanan. Mrs Redgrave.

Correspondence.

(The Editor is not responsible for opinions expressed by correspondents.)

(To the Editor.)

Dear Madam,—Don't you think it would be delightful to have a separate infant school for each large school?

Wouldn't it be gratifying to have a beautiful room for each class of thirty small children, and, if we only had adequate floor space in each room, what marches and games we could have indoors on wet days, and how convenient the floor area would be for little dramas, charades, and other alluring educative occupations!

I should like chairs for very small tots, because these would be more comfortable, and a baby could love a chair much more easily than a form which holds five other babies, and can't be moved about.

Then, dear Mrs Editor, if a really good trained teacher were found for every class, what stories could be told just at the right time! With what definiteness of aim each lesson could be taught!

Think of the joyous response of the babies, and what a glad, happy time the little darlings could have.

Wouldn't it be splendid if something could be done for the benefit of the tiny tots so that they might have the most joyous and helpful time it is possible to give them?

Joy is like beautiful sunshine which has been stored up and is laughing its way out again into the world, making everything sweeter and more wholesome.

Dear Mrs Editor, will you ask the authorities to do something more for the babies? They will be sure to listen to you and do what you ask.—I am, etc.,

RITA.

(To the Editor.)

Dear Madam,—Mrs Atkinson's letter in your last issue, re resolutions 6 and 7 drawn up in connection with the recent Women's Protest Meeting, is calculated to create an impression unwarranted by facts. May I briefly explain that it was brought to our notice the evening before the meeting that a small section of women intended to oppose strenuously anything that they considered reflected injuriously on the methods of the police or on the magisterial attitude towards the Kelburn case. As the main object of the protest meeting was the exposure of a legal system which sanctions a double standard of morality, and which imposes punishment on women only for an offence in which man and woman is equally involved, Lady Stout decided not to jeopardise the object of the meeting by an insistence on the discussion of an unpopular side issue, whose withdrawal would not be inimical to the principle

at stake. At the eleventh hour, therefore, she tactfully withdrew resolutions 6 and 7, thus avoiding the hysterical outburst from police supporters.

There was no time before the meeting to communicate with the various women's societies throughout the country, explaining why two resolutions were eliminated, but they were informed afterwards. No society, however, would be likely to slavishly adopt all the resolutions suggested. As a matter of fact, there were some who, while in agreement on the main points, differed slightly on some point of detail, and accordingly reconstructed the resolution so as to embody the difference.

We may rest assured that no resolution was carried anywhere without careful consideration being first given to it by those thinking women who are battling for the uplifting of humanity and the observance of the Golden Rule.—I am, etc.,

L. A. HAVERSON.

HOW TO BEAT GERMANY IN EDUCATION.

Upon the training of the coming generation rested the future of the nation, said Lord Haldane at Glasgow recently in an address to the Educational Institute of Scotland. His lordship's subject was "The Larger Aspects of the Education Question." He maintained that as we succeeded in raising the level of education so we would put ourselves in a position of strength relative to other nations who were our legitimate competitors. He looked forward to the process of devolution being applied to a number of things which were centralised at present, including education. Were that done, their local Parliament would be a very interesting body. They would have a peace interest, not only in education but in the composition of such local Parliaments. Our educational instituting, he said, contrasted very badly with the institutions on the Continent. Scotland was ahead of England in secondary education, but Scotland was still behind the Continent. The war, however, had caused an immense awakening. For many years he had dreaded the menace of Germany in the matter of her superior system of education more than he had dreaded the menace of war. A great step forward in both the English and Scottish Bills was the development of the continuation system, with its compulsory education up to eighteen years, in some form or another. This was the first step in the introduction of the

thin edge of the wedge which, he hoped, would lead to more being introduced into the gap. But teachers must be a more important set of people in the future; they must have greater social status, and to that end they must receive more cash. Education was the very foundation of democracy. It was the only way to get rid of social inequalities. If they carried education of democracy far enough they would have solved nearly all their problems.

OUR DEBT.

Our lads have gone forth from the land they love,

All inspired by sweet Freedom's breath;

Behind them there lies all the promise of life,

And before—the promise of death.

They do not repine, for they go to fight

A fierce foe whom their souls condemn;

They offered their all, they are giving their all;—

What are we giving for them?

The wrath and the wrack of the blood-stained field

Hover round them by night and day;

But still do they smile, and smiling they fall,

While others dash into the fray.

Sleep on, quiet hearts! for your spirit lives,

And will shine as life's choicest gem.

They offered their all, they have given their all;—

What have we given for them?

Their spirit is borne in the scent of flowers,

It is heard in the song of birds, It comes in the wail of the wind in the wood,

And it comes in love's whispered words;

It comes in the sigh of the autumn leaf

As it falls from its weary stem;

They offered their all, they have given their all;—

What have we given for them?

W. Vere Mingard.

"Eat what you like," says Dr. Woods Hutchinson. But suppose you can't afford to?

EDUCATIONAL DEVELOPMENTS IN CHINA.

Bishop Frodsham gave a lecture to the students of the Cheltenham Training College for teachers some time ago upon the education policies of the Far East. After describing the methods of the old regime which he had seen working in 1902, the Bishop stated that the old system had been completely disorganised by the revolution. Yet in the very year of the revolution, 1912, the Chinese had set to work to constitute a wholly new education system based upon the most efficient Western ideals. A conference of educational experts was summoned by the Republican Government in 1912. The conference lasted for a month, and no less than 43 Bills affecting educational matters were considered, and 23 were approved in their original or amended form. The result had been that the Chinese Republic had laid down a scheme for national education beside which Mr Fisher's Bill was small and incomplete.

The outstanding point of the new Chinese system was the nationalisation of education upon lines which included public and private schools. The ladder was complete from top to bottom. Any boy from a primary school had a fair opportunity to climb to the highest office in the State. In the interlocking of the various types of schools the German system (which was also akin to the Japanese system) had been followed, with this remarkable difference, ethics and civic duties were placed in the forefront of education. More than all peoples of the world, the Chinese for thousands of years had valued education, and had placed the training of character before everything else. It was beside the point to say that theory in China was far ahead of practice. A nation which in the year of a revolution could frame not only a new but a workable system of education must be taken seriously.

Those who, like the speaker, had worked with the Chinese knew that, having set their minds upon the educational methods of the West, they would not only succeed in making the next generation of Chinamen well-educated, but they would press hard the Western races upon their own ground. Wise people would look not only at Germany and America, but at the Far East in considering the future. The Far East, to the speaker's mind, provided the most urgent reasons he knew for the improvement and centralisation

of education in this country, and the first step forward was to pass Mr Fisher's Bill without delay. There was another point. The Republic of China allowed for variation of religious belief. Christians and Confucians and Buddhists had equal religious rights so far as the education of their respective children was concerned. It would be monstrous if Christians in this country could not come to an agreement among themselves, based not upon prejudice, but upon freedom to all denominations. This point had been raised by resolutions at the Conference in the Cathedral Chapter House, and it was the most important resolution passed by Gloucestershire Churchmen.

THE MORAL FACTOR IN EDUCATION.

In this titanic struggle for the emancipation of right, and the very existence of Christianity itself, the student of education is brought face to face with conditions one would not expect in these times of advanced learning. That, under the name of the boasted German kultur, such awful crimes could be committed seems almost unthinkable. But, alas! the world now knows, to its cost, the results of the teaching of pure materialism under the guise of Christianity.

A review of the educational history of the oriental and classic nations, and of the more recent educational developments in Germany and in England, proves that the most important thing in education is the moral factor—the foundation of all that is good in the world. The Jews, the most persecuted of all nations, owe their existence solely to their moral and religious education. Our lesson, then, from the past is clear. We must turn the searchlight of criticism on ourselves to see where we stand. Candidly, we must admit that we have much to learn, both in physical and mental education, and our Empire has no more than stood the moral test.

Perhaps this statement is a little sweeping, but every day we come face to face with facts which shame us. A closer study of the conditions of life in our country shows that, after nearly four years of deadly warfare, the thought of self seems uppermost. Dissensions and strikes are of almost daily occurrence; the shirker and the traitor are in our midst; amusements,

such as horse-racing, picture shows, and theatres, still flourish; the cursed drink traffic is still with us; the keen-brained profiteer is out to make cent. per cent.; and many trades-people do not seem to have a conscience at all.

Truly, our private political, and commercial morality is not of the highest type, and some of our so-called legislators have not yet learned the A.B.C. of politics.

A glance at the part of our system dealing with moral education, which is really the foundation of our system, shows us that we have matter enough on which to build the very best moral fabric. To make our education a success, we must banish from our midst the evils of intemperance, in all its forms; hygiene must not be neglected; and it is questionable whether or not eugenics and sex-education should be imparted to the elder pupils by experts selected for that special purpose. Above all, the teaching of civics and history must not be neglected. Taken as a whole, the teachers have a very high conception of their duties, and, if much-needed reforms are required, must insist upon their introduction, and keep on insisting until their aims are achieved.

JAS. NELSON,
Forbury School,
Dunedin.

TREASURER'S REPORT.

The following payments have been received since last report.—

N.Z. FUND.

Life membership fee, Mr Broad (per Dunedin Union), £5; Dunedin, £5; New Brighton, 10s; Palmerston North "Y," 5s. Total, £10 15s.

WORLD'S MISSIONARY FUND.

New Plymouth, balance, 6s 9d.

STRENGTH OF NATION FUND.

Per Mrs Lee-Cowie, £40; Dunedin, £3.

ORGANISING FUND.

Per Miss Weymouth, £42 16s; Waimate, £1; Avondale "V," 10s. Total, £44 6s. Expenditure for the month, £39 8s 1d.

NELLIE BENDELY,

N.Z. Treasurer.

Auckland, 3rd July, 1918.

God is behind all our work. It is His before it is ours, and after it is ours. We have only to do our duty in our little place, and leave the great results to Him.—Phillips Brooks.

Y REPORTS.

TIMARU.

May 23. Mrs Napier, "Y" Organiser, gave a very interesting and instructive address, to a meeting for the purpose of forming a "Y" Branch. Fifty were present, and 18 members enrolled. Mrs Rule presided. Mrs Napier left two stars of honour to be given to the first members who gained 12 members each for the Branch.

June 10. Opening social. Attendance, 70 members. 21 new members enrolled. Miss Tullock, "Y" President, presided. Mrs Rule presented two badges of honour, which had been gained. A most enthusiastic meeting.

ASHBURTON.

June 17. Sister Jessie presided. Subjects for the syllabus for the ensuing year were discussed. Decided that our next meeting take the form of a "pay-up" social. Members were urged to make a special effort to secure new members.

AUCKLAND.

June 24. A very good attendance, and five new members were initiated. Our first meeting in the new headquarters. A very helpful and inspiring address was given by Rev. Saunders, of St. David's Church. Tickets for a concert in aid of the mine-sweepers, also collecting cards for the White Ribboners' hutment, were disposed of. A report of the No-License Convention, held previously in Auckland, was given by our delegate, Miss E. Wright, and was much appreciated. Refreshments at the close.

NATURAL EDUCATION.

"That education shall follow the natural development of the child," that "schools of the past have been too much concerned with teaching children adult facts," instead of helping them to live more completely and perfectly their life as children. These and similar conclusions are actuating the best of our modern educators to revolutionise their methods of educating. Nowhere is this revolution more complete than at Professor Meriam's Elementary School of the University of Missouri at Columbia. There the three R's are entirely lost sight of as studies per se, the pupils learning "to read and write and figure only as they feel the need of it to enlarge their work." Through play and stories, through observation and handwork, the pupils first become more familiar with the things they already know in part, and with the community in which they live, and then with the more distant things and places and times.

News of the Unions.

(The Editor cannot promise to insert anything in the next issue that does not reach her by the 8th of the month. Correspondents are requested to write their Reports as concisely as possible, on one side of the paper only. Newspaper cuttings are unsuitable.)

PALMERSTON NORTH.

June 7. Mrs Crabb presided. Letters were read from Sir James Allen and the Hon. J. A. Hanan stating that on the question of educational reform the representations made would receive consideration, each promising to support partial reform. Mesdames Barnett, Kenrick, Hodder, and Palmer are to visit local schools and report to the Union on their condition. Mesdames Cullen and Kenrick were appointed to represent the Union at the No-License Conference.

DEVONPORT.

June 12. Mrs Barr in the chair, and eight members present. Mrs Dewar, from the City Union, was the speaker. Another box of cakes is to be sent to Featherston Camp. A discussion took place on several subjects brought forward by the Executive, viz., the White Ribbon hutment in France, the National Council of Women, and the big mass meeting of men organised by Mr Bassett, of Wanganui, to abolish the drink traffic before the end of the war, all met with enthusiastic support. Members urged to provide woollen comforts for mine-sweepers.

LEIGH.

June 1. An "American Tea," the President in the chair. A fair attendance of members and four visitors. One new member. The question of sewing for the Red Cross was relegated to an Executive meeting. A vote of sympathy with Mr and Mrs Maun-der in the death of their son in France was passed.

WANGANUI.

June 6. Mrs Smith in the chair. Decided to send Mrs Macalister as delegate to the Taranaki Provincial Convention. Mrs R. Smith appointed delegate on No-License League Union. President appointed to attend Conference of No-License Workers at Palmerston on 11th inst. Decided to have a mine-sweepers' day as early as possible.

NGAERE.

June 4. Meeting at the residence of Mrs Ellis. Reports of year's work prepared for Convention. Afternoon tea was served.

BLENHEIM.

May 7. Mrs Litchfield presided. Attendance good. Mrs T. Pike to represent us on Band of Hope Commit-

tee. Resignation of Mrs H. G. Litchfield as Secretary was accepted. Mrs H. S. Horne appointed successor.

June 4. Mrs Litchfield presided. Attendance fair. An interesting discussion took place on Temperance advance in America. A vote of sympathy was passed with Mrs W. Pike in the loss of her son, killed at the Front.

WAIPUKURAU.

June 14. Donation of £50 for mine-sweepers received from A. and P. Association. Decided to assist in Petition Campaign. Decided to ask Mrs Neal to address our next meeting, and collection to be taken for Maori Fund.

HAWERA.

June 25. Mrs J. S. Young presided, 15 members present. Decided that Miss Maun-der, and, if possible, two more members, should represent our Union at the Conference of prohibition workers to be held at Stratford. Interesting reports of the Stratford Provincial Convention were given by Mrs Peacock and Mrs Gilling. Mrs Young gave a report of the N.Z. Alliance Convention, held at Palmerston North on June 11th. Decided to send for one dozen collecting cards for the White Ribbon Hutment Fund.

FEILDING.

June 6. A good attendance. Miss Powell presided. A deputation was appointed to wait on the Ministers' Association to try and arrange for Bible lessons in the schools on the Nelson system. Mrs Beattie was elected delegate to the Convention to be held in Palmerston next week. Miss Walton and Mrs Richardson were welcomed as a deputation from the Teachers' Association. Mrs Mai was appointed Superintendent of the Cradle Roll. A number of new members were received.

RAKAIA.

June 6. A united meeting of the W.C.T.U., P.W.M.U., and Mothers' Union was held in St. Mark's School-room. Nurse Chappell gave a very interesting address on "Social Hygiene." There was a large attendance. Mrs Blakiston presided. Mrs Boag proposed a vote of thanks, which was heartily responded to.

AVONDALE.

June 18. A well-attended meeting, presided over by Mrs Stevens. Report of the N.Z. Alliance Convention was given by the delegate, Mrs Thompson. An appeal from Mrs Nimmo for comforts for mine-sweepers was received. A resolution was carried, "That this Branch of the W.C.T.U. is of the opinion that hotel bars should be closed on the arrival of transports and for 24 hours after. One new member was initiated.

N.E. VALLEY.

June 27. Mrs Pert presided. The following resolution was carried:—"The N.E. Valley branch of the

W.C.T.U. urge that in cases where the police take action with regard to persons found on premises suspected of being for immoral purposes, the men as well as the women found there should be made responsible. The Union holds that in arresting and punishing the women only the law encourages a double standard of morality." The members were asked to attend the next meeting of the Branch on July 1st, when important business will be dealt with. Mrs Medlin kindly gave a solo, which was much enjoyed.

RICHMOND (NELSON).

June 12. Mrs Price presided. Attendance small. Collection for mine-sweepers. A very inspiring address by Mr Price on the work of the W.C.T.U. He urged women to do all they could to banish drink and other evils from our land. He received hearty vote of thanks.

TIMARU.

June. Mrs Rule presided. Attendance fair. Votes of condolence to two members who had lost friends. Report from Hospital Visitors. Vote of thanks for coal sent to Sailors' Rest. Decided to do all possible to assist in securing educational reform. Resolution forwarded to Minister of Justice protesting against the law which allows a double standard of morality, as shown in Kelburn case, when women were arrested and men allowed to go free. Resolved to do our utmost to help in Petition Campaign. Resolved to collect for White Ribbon Hutment Fund. A most helpful address from Nurse Chappell. Decided to form a Study Circle upon matters she spoke about.

DUNEDIN.

July 2. White Ribbon Day was celebrated in Dunedin by a special meeting attended by over one hundred women. Rev. R. S. Gray gave a forceful and inspiring address, detailing the plans of the Hurricane Campaign to be held in connection with the petition that will be presented at the next session of Parliament. At the close of the address the following resolution was carried unanimously and with acclamation: "That this meeting heartily approves of the petition on the lines suggested by the Alliance, and pledges itself to do all in its power to secure signatures." The concert kindly given by Miss Ivy Mazengarb and her pupils for our Hutment Fund was a great success. Hearty thanks was accorded the promoter.

HASTINGS.

June 13. Mrs Williams, representing Plunket Society, attended, and urged the establishment of a Plunket Maternity Home for Hastings. Mrs J. Wilson spoke on work of the Union, basing her remarks on White Ribbon bow. Committee of three appointed to deal with educational matters. Afternoon tea.

June 27. Good attendance. Correspondence dealt with. Mrs Wilson appointed corresponding delegate No. 2 area council. Decided to hold two functions, a public one for the mine-sweepers, and a Union one for the Seamen's Rest. Refreshments. Decided hold inaugural "Y" meeting July 9th. Reports received Provincial Convention delegates No. 2 Area Council inaugural conference, Palmerston North, and from Educational Committee.

GREYTOWN.

June 25. Meeting held in the Presbyterian Sunday School, President in the chair. Several letters read; discussion postponed till July 9th, as several members were absent.

GISBORNE.

June 24. Special meeting to celebrate White Ribbon Day at Findlay's Room. Mrs Walker gave an account of Maori work in North Island. Substantial collection in aid of Maori Fund. Revs. Chatterton and Abbey addressed the gathering. Song by Rev. Tamati Te Kanapu, and recitation by Mrs East. Four new members. Mrs Goffe elected Union representative on No. 2 Area Council. Regret expressed at absence of Secretary, caused by her husband's illness.

WELLINGTON CENTRAL.

June 21. Mrs A. R. Atkinson presided. Decided to distribute copies of Mrs Nimmo's appeal for mine-sweepers; also to collect for the fund. Resolved: "That in view of the general satisfaction expressed at Mr McCarthy's fearless, just, and consistent administration of the law during his term as Magistrate in Wellington, this meeting of the W.C.T.U. respectfully urges the Minister of Justice to arrange that his services shall be retained for this city."

AUCKLAND.

June 5. Opening of headquarters in Wellington Chambers, Wellesley Street East. This has been a long-felt want in our city. Mrs Cook (President) in the chair. A very impressive dedicatory address was delivered by Rev. Reuben Bailey. Short speeches of congratulation were given by the officers of the Branch Unions and Y officers. Afternoon tea was dispensed. The headquarters will be open daily from 10 to 4. Visiting White Ribboners are invited to come for rest, inspiration, and information. Our "Y" Branch will hold their meetings in the new headquarters.

AUCKLAND DISTRICT.

June 12. Thanksgiving meeting in the Central Mission Hall. Mrs Cook presided. The choir, orchestra, and band of Central Mission have kindly consented to give a patriotic concert for our Hutment and Mine-sweepers' Fund. The following resolutions were carried: "The Auckland District Women's Christian Temperance

Union strongly protests against the procedure followed in the recent Kelburn case, where all the women present in the house were arrested, while the men were allowed to go free. It urges, in the interest of common justice, the arrest of men as well as women, found on suspected premises, regarding them as equally responsible and punishable." (2) "The Union also considered that it is nothing short of a scandal that the names of the women arrested were published, although at the time of arrest the police knew some of them to be innocent, and others have since been acquitted." (3) "The Union further condemns the inhumanity shown to the women by the withholding of the verdict for over a month." The Union reaffirms our long-standing demands for (1) separate Courts for women; (2) the establishment of farm colonies for men and women convicted of offences against morality.

AUCKLAND.

June 26. Meeting in the interest of the Maori work. Mrs Cook presided, and there was a large attendance. A musical programme was arranged. A unique feature was hymns in Maori by a returned Maori soldier. The Rev. Brown Geymer, a young Samoan student, sang in his native tongue. A report of the Maori work was given by the Superintendent, and collection taken. One member was initiated. Names of those willing to help in the Prohibition Campaign were taken.

MARTON.

The May and June meetings were attended by Miss Powell. Her few days' visiting resulted in a good attendance, and some honorary members. Our Union is in readiness for the great fight.

CHRISTCHURCH.

June 12. White Ribbon Day, Miss Roberts presiding. Attendance good. Decided to distribute 500 appeals for mine-sweepers and to collect for the fund. Mrs Drinnen gave an account of her first six months as White Ribbon Superintendent, and stated six new subscribers received since Convention. Miss Henderson read a report of Maori work written by Mrs Walker. Afternoon tea, and duet by Mrs and Miss Ibbotsen.

June 26. Miss Roberts presided. Attendance good. Letters asking for help in the Petition Campaign, mine-sweepers' fund, educational reform, and Lady Liverpool Fund. Decided to hold Sale for Lady Liverpool Fund. Vote of sympathy with Mrs Hayes on the death of her son.

WANGANUI EAST.

June. Attendance small. Decided that in future the Union meet as previously, last Friday in month, at 2.30. Correspondence received from Mrs Nimmo, mine-sweepers; Mrs Moyes, Superintendent Backblocks; and Mrs Henderson. It was announced that

Mrs Peryman, Editor of "White Ribbon," Mrs Napier, and probably Mrs Kyneton Parkes (England), would shortly be holding meetings in Wanganui East. After an animated discussion, the following resolution was passed unanimously:—"The Wanganui East Branch of the Women's Christian Temperance Union urges that in cases where the police take action with regard to persons found on premises suspected of being used for immoral purposes, the men as well as the women found there should be made responsible and punishable. The Union holds that in arresting and punishing the women only the law encourages a double standard of morality." White Ribbon Day was celebrated, and the Rev. W. G. Williams gave a most interesting address on work amongst the Maoris. A collection was taken up, amounting to 13s 6d.

TAURANGA.

May 20. Mrs Chappell presided, attendance fair. Mrs Webster gave a very fine address on Temperance. Afternoon tea handed round. Mrs Petchell, "W.R." Agent, resigned. Mrs Christensen elected.

June 26. Mrs Christian presided, ten members present. Letters were read by Mrs Turner. Resolved to hold special meeting to discuss ways and means to raise funds for the mine-sweepers. Mrs Ridley, Cradle Roll Superintendent, resigned; Mrs Christensen elected.

NELSON.

Monthly meeting, June 11th, Mrs Watson presiding. Resolutions of sympathy passed with the relatives of the late Mrs Crump and Mr C. Y. Fell. Appeal read from Mrs Nimmo on behalf of New Zealand Sailors' Tea Fund and for the mine-sweepers at Home. Mrs Knapp appointed organiser for this work. Five names given in as subscribers to the "White Ribbon," this meeting being the celebration of White Ribbon Day. Letter from Mrs Walker, Maori Superintendent, read from the "White Ribbon," and collection (16s 6d) taken for the Maori Fund. Mrs Field read some interesting extracts from "Jus Suffragii," giving some details of the gaining of the franchise for British women on February 6th. A letter was read from Lady Stout in reference to the Kelburn raid, and the following resolution passed:—"This meeting of the Nelson W.C.T.U. desires to protest strongly against the inequality of the treatment of men and women in the carrying out of the law dealing with cases of social immorality, as evidenced by the recent Kelburn raid case." Forwarded to the Minister for Justice and the Acting-Prime Minister.

June 28. A social afternoon was given to meet Mrs Napier, Dominion Y Organiser, who gave a most interesting and inspiring address. Mrs Napier also addressed two meetings of the "Y" Branch and one of the L.T.L.

THE ABSENT-MINDED SCHOOL-BOY.

(With apologies to Rudyard Kipling.)

When you've skimmed the comic papers, when you've finished "Black and White,"

When you've read the B.O.P. from end to end,

Will you kindly give a hearing while the poet doth recite

The short and simple history of a friend?

He's an absent-minded schoolboy, and his weaknesses are great,

But we are bound to take him as we find him.

When his sums he's not quite sure about, he'll rub them off his slate, And his Latin exercise he'll leave behind him!

Duke's son, cook's son, son of the millionaire,

Son of the aristocracy, it's all the same I say,

All of them do their best to make the master tear his hair,

Put their hands in their pockets deep, and play! play! play!

When he fails to say his lessons, he will look you in the face,

And will tell you, though you may it not prefer,

That his book has lost that page, sir, or he could not find the place,

Or he did not know the class had got to there.

He's an absent-minded fellow, and he'll soon forget it all,

For he does not like an old boy to remind him,

When he's got among the seniors, and is growing very tall,

He was once a little kid he'd left behind him.

Duke's son, cook's son, son of a hundred kings,

Son of the aristocracy, 'twill be all the same some day;

They all will do their best to forget that ever they did such things,

That once they had never a thought except for play! play! play!

—I.T.

Avondale. 3rd Tuesday, 2 p.m., Brown Street Methodist Church. Pres., Mrs Stevens; Vice-Presidents, Mrs Nesbitt and Mrs Martin; Rec. Sec., Miss B. Gittos; Cor. Sec., Mrs Proctor; Treas., Mrs Walker; W.R. Agent, Mrs Morgan; Organist Mrs Douthwaite.

Auckland, Y's.—Last Monday at 7.45 p.m. in Y.W.C.A. Rooms. Pres., Miss Alice Parkinson; Vice-Presidents, Misses E. Foster, I. Cook, and O. Scott; Supt., Mrs Perrett, Market Rd. Epsom; Rec. Sec., Miss Hazel Patterson; Cor. Sec., Miss M. Bottrill; Treasurer, Miss M. L. Anderson, Lake Rd. Devonport; W.R. Supt., Miss I. Sussex.

Ashburton. 1st Tuesday, 2.45 p.m., in Baring Square Schoolroom; Pres., Mrs W. T. Lili; Cor. Sec., Mrs C. Holland; Rec. Sec., Miss Trevarza, 169 Peter Street; Treas., Mrs W. J. Brown, Walnut Av.; "W.R." Supt., Miss Butterick, Wakanui.

Avondale Y's. 3rd Wednesday, 7.45 p.m. in Ante room, Town Hall. Pres. Miss Elsie Stevens; Vice-Pres. Misses Ada Adams, Lilla Russel & Rowley Rec. Sec., Miss G. Wright; Cor. Sec., Miss L. Morey Treas. Miss A. Douthwaite; W.R. Supt. Miss K. Thomas; Y. Supt; Mrs Pirrett, Market Rd., Epsom.

Blenheim District. 1st Tuesday, 8 p.m.; Pres. Mrs A. J. Litchfield, Livermere; Sec. Mrs H. S. Horn Springlands, Blenheim; Treas., Mrs Hay, Stephenson St.; Mothers' Meeting and Cradle Roll, Mesdames Brewer and Hancock; W.R. Agent, Mrs W. Parker, Grove Rd.

Cambridge. 1st Tuesday, in month in Victoria Hall, at 8 p.m.; Pres., Mrs A. T. Watson; Sec. Mrs Clark, Methodist Parsonage; Treas., Miss Clark, Hall Street; Cradle Roll, Mrs W. Hogan; W.R. Agent, Mrs A. T. Watson.

Christchurch W.C.T.U. Rooms, 247 Manchester St., opp. His Majesty's Theatre. Second and third Wednesday; Pres., Mrs T. E. Taylor, Cashmere Hills; Cor. Sec., Mrs R. Day, Milford St., St. Albans; Rec. Sec., Miss Bishop, 12 Bealey St.; Treas., Mrs Patterson, 346 Worcester St., Linwood; Asst. Treas., Miss Gordon, Holly Lea, Manchester St.; "W.R." Supt., Mrs Drinnan, 11, Brown St., St. Albans.

Dannevirke. 2nd Wednesday, Wesleyan Schoolroom, 8 p.m.; Pres., Mrs W. F. Knight, Tahoraiti; Sec., Mrs Wiseman, High St.; Treas., Miss Burdett, The Manse.

Dunedin District. 1st Tuesday, No-license Rooms, Moray Place, 8 p.m.; Pres., Mrs Hiett, 72, Heriot Row; Cor. Sec., and Press Cor., Mrs Macartney, 156, Eglinton Road, Mornington; Rec. Sec., Nurse Williamson; Supt. White Ribbon, Mrs Anderson, 82, Duke St; Treas., Mrs Young, Bishops Court, Roslyn.

Devonport. Second Thursday, Wesleyan School, room, 2.30 p.m.; Pres., Mrs Barr, Victoria Rd., Vice-Presidents, Mesdames Budd, Elliot, Sheppard, George and Young; Sec., Mrs Burnett, Jubilee Av.; Treas., and Supt W.R., Miss Le Roy, Waterview Rd., Stanley Bay; Supt. Cradle Roll, Miss Lillwall.

Fitzroy. last Friday, 2.30 p.m., Methodist Church; Pres., Mrs A. Hayward, 834, Devon Street, Fitzroy; Sec. Mrs L. Gray, 638, Devon Street East New Plymouth; Treas. Miss Tolme, Chilman St., Fitzroy; W.R. Agent, Mrs J. Kibby, Clemow St., Fitzroy.

Feliding. 1st Thursday, 8 p.m., St. Paul's Hall; Pres., Miss Moore, c/o Mr. W. H. Bain, Feliding; Rec. Sec., Miss Jordan, c/o Mr. H. Felid; Cor. Sec., Mrs C. J. Thompson, Denbigh Street; Treas., rs Williamson, The Hill; "W.R." Agent, Mrs Burnley, hallway Box, Mrs Shearer.

Gisborne District. last Tuesday, 2.45 p.m., Presbyterian Schoolroom; Pres., Mrs Goffe, Ormond Rd.; Sec., Mrs F. S. Malcolm, Gladstone Rd.; Treas., Mrs F. J. Wilkes, 466 Gladstone Rd.

Greymouth District. last Tuesday at 8 p.m., in Sailor's Rest Hall; Pres., Mrs Gaskin; Sec., Mrs Mason, Cobden; Treas. Mrs Sweetman White Ribbon Agent, Mrs T. Brown; Cradle Roll and Band of Hope, Mrs Stewart and Mrs Perry.

Greytown. Last Tuesday at 2.30 p.m. in Presbyterian Sunday School. President, Mrs Whincop, Gasworks; Secretary, also W.R. Agent, pro tem, Mrs Banks, Humphreys St.; Treas., Mrs Boucher, Humphreys St.; Vice-Pres., Mesdames Quin and A. Haigh.

Auckland District. 2nd & 4th Wednesday, 2.30 p.m., Central Mission Hall, Albert St.; Pres., Mrs Cook, Point St., Mt. Eden; Cor. Sec., Miss N. Dewar, Pompallier Terr., Ponsonby; Rec. Sec., Mrs J. W. Taylor, Sentinel Rd., Ponsonby; Treas., Miss J. Dewar, Pompallier Terrace; Org. Treas., Miss Dewar, 4 Pompallier Terr., Ponsonby; "W.R." Agent Mrs Nelson, Esplanade Road, Mt. Eden.

Hamilton District, first Thursday, Wesley Class Rooms, 2.30 p.m.: Pres., Mrs J. T. Horne, Clifton Road; Sec., Mrs W. H. Paul, Clarendons; Treas., Mrs E. J. Davey, London Street; W.R. Agent, Mrs Gaulton, Rossstrevor Street

Hamilton East—3rd Tuesday, 2.30 p.m. in Methodist Hall. Pres., Mrs Gillies, Nixon St; Sec., Mrs Ogilvie, Fifth St; Treas., Mrs Jack, McFarlane St; Cradle Roll, Mrs Mcars; W.R. Agent, Mrs Iley

Hastings, 2nd and 4th Thursday, St. Andr. w's Hall, 2.30 p.m.: Pres., Mrs Moore, Stortford; Vice-Pres., Mrs Boyle, Mrs Burr; Sec., Mrs M. R. Lovell Smith, 803 Edison Road; Treas., Mrs J. Wilson, Box 273, Hastings; "W.R." Agent, Mrs Cameron.

Hawera meets in Wesley Hall, R. gert Street, on the last Thursday, at 8 p.m. Pres., Mrs J. S. Young, Cameron Street; Vice Presidents, Sister Nellie, Mesdames Bone, Dixon, Gray, and Miss Maunders; Rec. Sec., Miss Bischoff, Turuturu Rd; Cor. Sec., Mrs White, Argyle Street; Treas., Mrs Best, Milmoie St.; W.R. Agent, Mrs Tonks, Campbell St.

Mercersburg, 3rd Wednesday, Presbyterian and Methodist Churches, alternately, 2.30 p.m. Pres., Mrs Gilbert, "Homeview"; Vice-Pres., Mesdames Williams and Wright; Secretary, Mrs McKay, Great North Rd.; Treas., Mrs W. Williams, Gt. North Rd.; W.R. Agent, Mrs J. Platt, Gt. North Road.

Invercargill District, 1st Tuesday, 3 p.m. in Allen's Hall: Pres., Mrs James Baird; Vice-Pres., Mesdames C. H. Macalister, McKenzie, Loppell, Peters, Hunter; Rec. Sec., Mrs Kennedy, Gladstone; Cor. Sec., Mrs Parsonson, Princes St., Enwood; Treas., and "W.R." Agent, Mrs F. Lillierap, Earn St.

Invercargill South. Meets every second Tuesday, in Amethyst Hall, at 3 p.m. Pres., Mrs Pasley, Centre St. Gorgetown. Sec., Mrs Garrett, 195 Ness St.; Vice Pres., Mesdames Morrison, Parkins, Morris, Hughes, Clements, Ewart; W.R. Agent, Mrs Pate; Treasurer, Mrs Aitken; Assistant Treasurer, Mrs Parry

Kaipoi W.C.T.U. Assembly Rooms. Union meets last Wednesday in the month, 2.30 p.m. Pres., Mrs Brighting; Sec., Miss Blackwell, "The Willows"; Treas., Mrs T. G. Blackwell; W.R. Supt., Mrs Ward.

Kati-Kati, 2nd Wednesday, 2 p.m. in Public Hall. Pres., Mrs Baines, Vice-Pres., Mrs J. Hume Tres., Mrs Woolford, Sec., Mrs Jack Hume, W.R. Sp. Miss McCutchan, Cradle Roll, Misses Dickey and Andrews, Organist, Mrs N. Johnston.

Lower Hutt, first Tuesday, Church of Christ, Queen St., at 2.45 p.m.: Pres., Mrs Ballantyne, Belmont Rd.; Sec., Mrs Chittenden, Bridge Street; Treas., Mrs Bayley, Queens Rd.; Cradle Roll, Mrs Heyes, Brunswick St.; W.R. Agent, Mrs Burn, Ag-Honby Street.

Lytelton, 1st Wednesday, Presbyterian Schoolroom: Pres., Mrs Wilson; Sec., Mrs Bromley; Treas., Mrs Clark; "W.R." Agent, Miss Elsie Clark, "Waratah." W. Lytelton.

Mania, 2nd Friday, Methodist Church: Pres., Mrs T. Tait; Vice-Presidents, Mesdames Parkinson and Hunt; Treas., Miss York; Sec., Miss Craig; Cradle Roll, Miss Ricketts; "W.R." Supt., Mrs Hunt.

Masterton, 1st Tuesday, Knox Hall, 3 p.m.: Pres., Mrs Devonport; Sec., Mrs M. Flanagan, 4 Cole Street; Treas., Mrs Sutherland; White Ribbon Supt., Mrs Ross, High Street.

Matakana, 3rd Thursday, Presbyterian Church, 2.30 p.m.: Pres., Mrs Witten, Tawharanui; Vice-Pres., Mrs W. Smith; Cor. Sec., Mrs E. Roke; Treas., & Rec. Sec., Mrs Melville; Cradle Roll, Mrs Eyton; "W.R." Agent, Mrs A. Roke.

Mosgiel Meets in Presbyterian Hall, 2nd Wednesday at 2.45 p.m. Pres., Mrs Pinfold; Sec., Mrs Eccersoll; Treas., Mrs E. Wilson; "W.R." Agent, Mrs Morton

Morrinsville, meets 2nd Tuesday. Pres. Mrs Davies; Vice-Pres., Mrs Black; Sec. and Treas. Miss Beeson, c/o Private Hospital, Morrinsville.

Napier District, 1st Wednesday and 3rd Thursday, in St. Paul's Presbyterian Schoolroom, 3 p.m. Pres., Mrs G. W. Venables, Ashridge Rd; Vice-Presidents, Mesdames Dodds and Fawcett; Sec., Mrs A. Chelley, Macdonald St.; Treas., Mrs Grayling, Faraday Street; Asst. Treas., Mrs Chapman; Evangelist, Mrs Dodds; Hospital Visitors, Mesdames J. Walker and W. Findlay; Cradle Roll, Mrs Walker; W.R. Agent, Mrs Mens; Supt. Drawing-room Meetings, Mrs Fawcett.

Ngaruawahia, 1st Tuesday, 2.30 p.m. Presbyterian Church: President, Mrs Bycroft; Vice-Pres., Mrs Vincent; Sec., Mrs J. S. Colhoun; Treas., Mrs C. Rogers; Supt. Cradle Roll and W. R., Mrs Nicholson

New Brighton, 3rd Thursday in Methodist Schoolroom: Pres. Mrs Hall, 38 Wainui St., New Brighton; Secretary, Mrs W. Smith, 344 Wainoni Rd., Christchurch; Treas., Mrs Nicholas, Brooke St., Bexley, N.B.; Evangelistic Supt., Mrs Strand, Bexley, N.B.; W.R. Agent, Mrs Langley, Park Rd., New Brighton.

New Plymouth District, last Wednesday, 2.30 p.m., Good Templar Lodgeroom: Pres., ; Sec., Mrs Griffin, Gilbert Street; Treas., and W.R. Agent, Miss Taunt, Victoria Rd.

Normanby, Second Wednesday, 2 p.m., Social Hall: Pres., Mrs Scott, Rural Delivery, Normanby; Vice-Pres., Mrs Bevan and Mrs Clement; Sec., Mrs J. T. Saunders, Turu Turu Rd., Hawera; Treas., Mrs Lynn; Cradle Roll, Miss Clement; White Ribbon, Mrs Dickson.

Norsewood, 3rd Thursday, 2 p.m.: Pres., Mrs Speight; Vice-Pres., Mrs Gatman; Sec., Miss A. E. Olsen, "Willow Park"; Treas., Mrs S. Frederickson; "W.R." Agent, Miss Olsen, "Willow Park"; Cradle Roll, Mrs Gatman; Evangelistic, Mrs Todd; Home Meetings, Mrs Jensen.

North East Valley, fourth Thursday, 2.45 p.m. Young Men's Institute. Pres., Mrs Pearl, 4, Pine Hill Ter.; Sec., Miss M. Begg, 45, Selwyn Rd.; Treas., Mrs Sanders, 43, Frame St.; W.R. Supt., Mrs Wright, 78, Main Road.

Nelson District, Second Tuesday, Temperance Hall, 3 p.m.: Acting Pres., Mrs Watson; Cor. Sec., Mrs Knapp, Alfred St.; Rec. Sec., Mrs Judson; Treas., Mrs A. Brown, Weka St.; "W.R." Agent, Mrs Whitford, Mount St.

Opotiki, 2nd Thursday, St. John's Hall, 3 p.m. Pres., Mrs Jas Thompson; Sec., Mrs T. Fleming; Treas. and Supt., "W.R." Mrs Holman, Otara; Supt. L.T.L., Mrs Goodall; Cradle Roll, Mrs Evans.

Oxford, last Wednesday, 2.30 p.m., Coronation Hall: Pres., Mrs G. Ryde, Cooper's Creek; Rec. Sec., Mrs R. Comyns; Cor. Sec., Mrs T. Gainsford; Treas., Miss Caverhill; "W.R." Mrs D. Hawke; Cradle Roll, Mrs Gainsford, Sr., and Mrs Clark; Evangelistic, Mrs C. W. Fritt; Flower Mission, Mrs Foot; Home Meetings, Mrs Jim Clark; Notable Days, Mrs Kippenberger.

Pakiri, 1st Thursday, Pakiri Hall, 2 p.m. Pres., Mrs Rennie; Vice Pres., Mrs Wyatt; Sec., Mrs Gozar; Treas., Miss Dyer; W.R. Agent, Mrs Witton

Palmerston N. District, 1st Friday, St. Andrew's Schoolroom, 3 p.m.: Pres., Mrs Crabb, 128 College St. W.; Cor. Sec., Mrs Hills, 64, Cuba St.; Rec. Sec., Mrs Hodder, Allan St.; Treas., Miss Hodder, Allan St.; White Ribbon Supt., Mrs Holbrook, 41 Waldegrave St.

Palmerston N., Y's.—Pres., Miss Lorna Hodder; Cor. Sec., Miss Aline Rowlands, 21 Victoria Street; Rec. Sec., Miss Winnie Crabb, 128 College Street; Treas., Miss Maud Randall; White Ribbon Supt., Miss Cassie Bruce

Petone, 1st Tuesday, Church of Christ, Sydney St., 2.30 p.m.: Pres., Mrs Ashby, 64 Britannia St.; Vice-Pres., Mesdames Corner, McPherson, Murgatroyd, Collins; Rec. Sec., Mrs Burd, 87 Cuba St.; Cor. Sec., Mrs Eason, 89 Richmond St.; Treas., Mrs Donaghue; White Ribbon Agent, Mrs Barrow, Hutt Road.

Picton, 2nd Tuesday, 2.30 p.m. Presbyterian Church. Pres. Mrs Arthur Broadway; Vice Pres. Miss Jennings; Sec. & Treas. Mrs Wilkes, York St. Supt. Cradle Roll; Mrs Tregurthen, Taranaki St., Band of Hope; Mrs Jacques & Miss Jennings; W.R. Agent, Mrs Jacques, York St.

Ponsonby, 2nd Thursday, 2.30 p.m., Queen's Hall, Paget Street: Acting-President, Mrs C. R. Vickers, Millais Street; Vice-Pres., Mrs A. Thorne, C. I. Harris, and Miss Caley; Sec., Mrs Plummer, Coronation Rd., Epsom; "W.R." Supt., Mrs Plummer; Treas., Mrs T. Walker, Rose Rd.

Pukekohe, Methodist Church, 1st Thursday, 3 p.m.: Pres., Mrs Vant, Beresford St.; Vice-Presidents, Mrs Stevenson and Mrs Wilson; Rec. Sec., Miss Usher; Cor. Sec., Mrs Haslem, East St.; Treas., Mrs Wilson; "W.R." Agent, Mrs Stevenson; Cradle Roll, Mrs Mee.

Rakaia meets on the 2nd Thursday in the month, in the Methodist Church, Anglican S.S., and the Presbyterian S.S. alternately; Mrs Boag, Pres.; Mrs Judkins, Treas.; Mrs Hopwood Sec.

Sawyer's Bay, 2nd Tuesday in Methodist Church. Pres., Mrs Allen; Sec., Mrs Booth, Rose-neath; Treas., Mrs Mains; W.R. Agent, Mrs J. Perry; Supt. Home Meetings, Mrs Horn.

Sheffield, last Wednesday, 2.30 p.m., Koad Hoar Office: Pres., Mrs McIlraith, Annas; Sec., Mrs Pettit, Kirwee; Treas., Mrs W. Kennedy, Annas.

Stratford, 1st Wednesday, 3 p.m., Methodist Church: Pres., ; Vice-Pres., Mrs White and Mrs Phillips; Sec., Mrs J. McAllister; Treas., Mrs Birdsell.

Takapuna, 1st Thursday, 2.30 p.m., Takapuna Methodist, and Milford Baptist, alternately. Pres., Mrs Fulljames, East Coast Rd.; Vice Pres., Mrs Vents; Sec., Miss Rushbrook, Kitchener Road; Treas., Mrs Penning, East Coast Road.

Tauranga, Meets in Wesley Hall, on last Wednesday, at 2.45 p.m. Pres., Mrs F. N. Christian, 3rd Avenue. Sec., Mrs J. Neal, 11th Avenue. Treas., Mrs J. B. Chappell, Cameron Rd., Cradle Roll, Mrs C. E. Ridley, 2nd Avenue, L.T.L., Mrs A. Turner, Devonport Rd., W.R. Supt., Mrs Wall, Norris Street; Cor. Sec., Mrs A. Turner.

Timaru District, last Tuesday, 7.30 p.m., Sailor's Rest, Pres., Mrs Rule, North St.; Sec., Miss M. Avison, Victoria St.; Treas., Mrs Cave, Raymond St.; Cradle Roll, Mrs Grant and Miss Evans; White Ribbon Agent, Mrs Brooker, 11, Mere Mere St.

Tuakau, 2nd Thursday, Methodist Church, 2.30 p.m. Pres., Mrs Hunter; Vice-Pres., Mesdames Mcdill, Lee, Long and Graham; Sec., Mrs C. Bycroft; Treas., Mrs Goldsmith; Supt. Band of Hope, Miss Worthington; Supt. Cradle Roll, Miss Burns; White Ribbon Supt., Miss Dwen.

Waimate, 2nd Wednesday, in Knox Church Hall, at 3 o'clock: President, Mrs W. Stewart; Secretary, Mrs Geo. Dash, P.O. Box 27; Treasurer, Mrs S. J. Hitchens, "Te Rangi, Mill Rd.; "W.R." Supt., Mrs G. H. Graham, Rhodes St.

Waipawa, 4th Tuesday, 2.30 p.m.: Methodist Church; Pres., Mrs H. McLean, Waverley St; Vice-Pres., Mesdames Foston, Bott and Robertson; Sec., Mrs James Bibby, Rose St.; Treas., Miss Johnson, Rose St.; W.R. Supt., Mrs S. Bott.

Wanganui East meets last Friday at 2.30 p.m. in Anglican Schoolroom. Pres., Mrs Duxfield; Okoia, Wanganui E.; Vice Pres., Mesdames Blair, and McLeod; Sec. and Treas., Mrs Andrew, Mackay St.; Rec. Sec., Mrs Dowsett, Nixon St.; W.R. Agent, Mrs Melvin, Young St.

Wanganui District, 1st Friday, 2.30 p.m. Trinity Church Parlour. Pres., Mrs H. Smith, 88 Liverpool St.; Sec., Mrs J. Upton, 165, Victoria Av.; Treas., Mrs Siddells, Guyton St.; Rec. Sec., Mrs R. Smith, College Street; "W.R." Supt., Mrs W. R. Grant, Harrison Place.

Warkworth, last Thursday, 2.30 p.m., Schoolroom, Methodist Church: Pres., Mrs Buckingham; Treas., Mrs Ellis; "W.R." Agent, Mrs T. H. Wilson; Press Reporter, Mrs McKinney.

Winchmore, 1st Wednesday, 2.30 p.m.: Pres., Mrs Frost; Vice-Presidents, Mesdames Prebble, and Mrs McIlroy; Sec., Miss Shearer, Ashburton; Treas., Mrs Moore; White Ribbon Agent, Mrs Glassey.

Wellington District, 1st Thursday, 3 p.m., Rooms, Constable St.: Pres., Mrs Houlder, 108 Wallace St.; Sec., Mrs Dennett, 27 North Terrace, Kelburn; Treas., Mrs Boxall, 40 Pirie St.; White Ribbon Supt., Mrs Webb, Hall St. Girls' Association Rooms, Constable St., Newtown. Evening Classes and Socials. All girls invited.

Wellington Central, 3rd Friday, 3 p.m., Y.M.C.A. Rooms, Willis St.: Pres., Mrs A. R. Atkinson, Wadestown; Acting Pres., Mrs McDonald, 8 Hula Rd., Hataitai; Cor. Sec., Miss Helyer; Rec. Sec., Mrs Clark; Treas. Mrs Helyer, Oriental Bay; White Ribbon Supt., Mrs Port, Austi Street.

Waipukurau, 2nd Friday, St. Andrew's Hall, 3 p.m.: Pres., Mrs J. E. Reid; Vice-Pres., Mesdames Hopkirk, Hardy, Stace; Sec., Mrs H. French, Main St.; Treas., Mrs Robinson; Organist, Mrs Harris, W.R. Supt., Mrs Mercer.

Woodville, meets 4th Tuesday, 3 p.m., in Ormond St. Hall: Pres., Mrs Perkins, Ross St.; Vice-Pres., Mrs T. Jackson; Sec., Mrs Thompson, Fox Street; Treas., Mrs Hancock, Fox St.; Cradle Roll, Mrs Cole; "W.R." Agent, Mrs Thompson, Fox St.