

sity to take their children away from school during the compulsory period;

And further, in the opinion of this Conference, there should be Factory Acts or other legal enactments rigidly enforced in every Province prohibiting the employment of children under the age of compulsory school attendance.

That inasmuch as education cannot fulfil its proper function without the playgrounds and equipment suitable for the development of organized play, this Conference calls the attention of our Canadian School authorities to the fact that many of our school grounds are inadequate to this purpose.

That this Conference having regard to the fact that Canada is largely an agricultural country, expresses its conviction that it is in the best interests of the whole country that a high type of rural schools be developed; And that as a means to this end continuation work in rural schools be encouraged and every inducement be offered to rural pupils to attend these schools until such time as attendance to the age of 16 years be made compulsory.

THE TEACHING PROFESSION.

This Conference records its opinion that to obtain the highest educational results for our people the community must provide enlarged opportunity for the education and training of teachers, raise the standard of education for admission to the teaching profession, taking measures at the same time to attract men and women of special gifts for this high service by raising the social status of the teachers and providing a scale of remuneration so liberal as to free them from economic anxiety.

That having regard to the principle of fair and open discussion as a fundamental principle of democracy, the Conference urges upon all bodies in whom is vested the control of educational affairs the necessity of dealing in a frank and public manner with cases involving the reduction in rank or dismissal of teachers or instructors under their control.

OBEDIENT OLIVER

Oliver was studying through the story in his reading lesson.

"It was not a sloop," said the captain: "it was a larger vessel. By the rig I took her to be a—a—a—" Here he stopped, for the word was unfamiliar in this connection.

"Bark," prompted the teacher.

Still Oliver hesitated.

"Bark!" repeated the teacher, quite sharply.

Oliver's expression was puzzled. However, being an obedient lad, he shouted, "Bow-wow!"

THE PROJECT-PROBLEM METHOD IN HISTORY.

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The project method is not a panacea for all educational ills, but its intelligent use will go far toward bringing about the ideal school system. The all-absorbing problem of the teacher is to select, organize, and relate materials in such a way that the child develops desirably, efficiently, and happily. The project method involves the organization of school work into units of activity that not only are socially desirable but that also are adapted to the child. Furthermore, the child must discover in the situation a problem or a viewpoint, the interpretation or unfolding of which appeals to him as having a personal value, which makes him eager to put forth the requisite energy. The project method, effectively used, takes account of both social and individual needs, and the two viewpoints are blended in the situation that confronts the child.

At least three classes of projects may be recognized in the teaching of history, (a) the information-project, (b) the enjoyment-project, and (c) the problem-project.

(a) The information-project involves the studying of history for the purpose of securing information. Discussions, lectures, and printed articles may arouse in a listener or a reader a desire to ascertain exact facts with respect to a certain incident. Some people read history books in order that they may secure information that may be valuable in the solution of problems unexpectedly thrust upon them, but their reading is not undertaken with the explicit purpose of solving any particular problem.

(b) The enjoyment-project involves the reading of history, or the listening to historical accounts simply because of the pleasure that is derived therefrom. A person may be deeply absorbed in some interesting presentation of the European conflict, incidentally securing information, but fundamentally securing enjoyment out of the situation. He may have in mind no particular problem, no special information that he would like to secure, but he takes the narrative as it comes, vividly living over in imagination the experiences of other people, or visualizing certain events, primarily for sheer enjoyment.

(c) The problem-project involves the securing of information in history in order that a mental query may be satisfied. How difficult a mental query needs to be before it properly can be called a project-problem need not be given serious consideration from the practical standpoint. In music the question may just as appropriately be raised, as to when a child is really securing music from the piano. There are all gradations from the striking of one note to the playing of the most com-