

THE EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

ESTABLISHED IN 1887 BY DR. G. U. HAY AND DR. A. H. MACKEY

CANADA FIRST! Many of us have forgotten the sacrifices of which we proved ourselves capable during the World War. We have grown careless, each thinking that his little extravagances would not count, yet we find that our National Imports exceeded our National Exports for the year ending February 1921, by \$86,000,000. Our Canadian dollar is greatly depreciated in United States' markets not only because of our great National debt to the United States but because we have bought more there than we have sold. How can each individual help? By buying goods "made in Canada." Each teacher should begin a campaign in her school room. The following are figures taken from a letter sent out by the Independent Order of the Daughters of the Empire, which form a convincing arraignment against each of us.

We spent last year in the United States—\$487,159 for tomatoes out of season, \$87,436 for cut flowers, \$28,037,511 for fresh and canned fruits, \$1,662,761 for eggs, \$1,664,242 for potatoes, \$792,733 for pears, \$522,400 for strawberries, \$6,459,033 for meats, \$422,882 for dairy products, \$25,000,000 worth of cotton goods, \$7,000,000 for automobiles.

All of these commodities are either luxuries which we could do without or are produced in our own country.

"Horror of a ruthless foe spurred every unselfish citizen to cast self-interest aside during the war and unite in a vast effort to beat off the threatening danger. Horror of a danger almost equally great—the danger of economic dependence upon a foreign nation—should spur us again along the hard and stony road of self-denial. It is a difficult prospect but at its end shine national independence and self-respect."

Educational matters commanded considerable attention among government circles during the recent session of the New Brunswick Legislature. Two important measures were past. The first provides for loans to be made to students needing the money to enable them to attend the Provincial Normal School. The maximum loan of \$400, for three years at six percent, is to be made in eight equal payments. Students receiving this loan are under obligation to teach at least three years in the Province. This is an important measure for we find from the Chief Superintendent's report that there has been a shortage of two hundred teachers in the schools during the last year. There has been a serious falling-off in the attendance of Normal School. This beneficent offer on the part of the Government will in part remove the excuse of insufficient funds.

A second important measure was the provision for a Trustees' Convention to be held during the year. School Trustees will gain a great deal of help and in-

spiration from meeting with other Trustees from the Province and other parts of the Dominion, listening to the discussion of common problems and reforms which are being prosecuted in different localities. This session will do much to hasten the needed reforms which we know are coming.

Several matters were discussed in Fredericton during the session which were not given definite form by the Government, one of these was the need of an Educational Survey throughout the Province. Our School System is worthy of praise in many respects but being a human document is not perfect. We expend considerable money for education, but our assessment for school purposes is not uniform. We demand that our teachers have at least one year in Normal School but little training is given in the ways of teaching the various subjects because of the insufficient preparation of many of the students. We have three Boards administering education—the Board of Education, the Vocational Board and the Department of Agriculture. Our curriculum has the core of the 'three R's' outlined by the Law of 1848 with many other subjects which have been added from time to time with little provision for practical interests. The compulsory law is poor. We have been interested in education but our interest has been limited by our Provincial prospective. We have judged our system by our own School Law and to many it has seemed "good." We hear some adverse criticisms, based in large part on personal prejudice. Why not have the System adjudged by experts in Education?

A survey would mean that our School System from the administrative duties of the Board of Education to the subjects taught by the Local License teacher in the most insignificant Poor District would be weighed in a scientific, educational balance against the needs of the Province educationally. For instance the expenditures of the three Boards would be considered in the light of the work each does for the Province and the amount of money the Province can reasonably afford to expend for the administration of education in light of other needed expenses, as teachers' salaries, school libraries, text-books, the maintenance of the University and the Normal School. The decisions of such an investigation would provide us with something to work on. We would know where our law had succeeded and where it had failed.

The Red Cross discussed with the Board of Education their plan of practical health instruction in Public Schools to supplement the present Health Readers. Indeed, it might be well, if the long lists of bones, the detailed description of the digestive process were supplanted by practical instruction in care of the teeth.

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