

awakened to the fact that the present system of education is not functioning in life as it should, that the curriculum is congested with much obsolete material, with subjects having no direct bearing on life and conduct, that the children are not forming the kind of social habits and ideals that society outside of school demands and that education is not meeting the present, vital needs of the individual child.

Teachers' College, Columbia University, New York City, is undoubtedly one of the centres from which these reforms in education radiate. Dr. Dewey, the chief exponent, is professor of philosophy at Columbia University. Associated with him are such men as Doctors Bagley, McMurray, Monroe and Thorndyke, all household names to every serious student of education. Coming in contact with these powerful personalities is one of the privileges and advantages of the students of this great educational institution.

Perhaps the most potent factor in this personal relationship is the consciousness that these leaders are themselves constantly growing, opening up to their students new problems, hitherto unexplored fields and showing the need of each individual doing what he can to further the great cause. This is more particularly true in the realm of educational experimentation and measurement. Education is rapidly becoming more scientific but as yet only a fractional part of the whole has been covered and much, very much, remains yet to be done.

A great opportunity for all students of Teachers' College is to see the principles upheld by the College put into practice in Horace Mann School, the experimental school in connection with the university. The teachers are very generous and visitors are welcome at any time, providing that no card to the contrary is on the door and the visitors conduct themselves unobtrusively. It is sometimes possible to arrange private conferences with the teachers and obtain first hand information as to their work.

Through the cosmopolitan club of the university, valuable intercourse with students from all parts of the world, is possible. This exchange of educational problems leads to a sympathetic understanding of the conditions in these foreign countries which is undoubtedly one of the most broadening influences of life at the College.

To Columbia University come many of the leading men of letters from this country and abroad. This year the students have had the rare privilege of hearing John Burroughs, Hamlin Garland, Stephen Leacock, Hugh Walpole, John Galsworthy, Henry Morgenthau, Sherwood Eddy, Blasco Ibanez, a leading educator of France, the head of the Armenian relief commission, an Armenian member to the Peace Conference, and many others. If culture means "forming the best associations

of a kind to grow, then life at Teachers' College is particularly rich in this respect.

The financial expenditure of a year or more here is very large. However, the University offers opportunities to students to retain their positions during the year and study at the summer sessions.

It is true that salaries are advancing, but at the same time it must be kept in mind that standards also have been raised. If society demands the services of the most up-to-date physician, one who has kept in touch with the newer methods and discoveries, how much more should she demand the same high standard of professional up-to-date-ness in the teacher. To provide the best for the child's mind, as well as his body, is the child's rightful heritage.

Unfortunately, in the Atlantic Provinces, because of the one year Normal and the necessity for teaching academic subjects, it is not possible for the teacher to obtain adequate professional training. Any work worth doing is worth doing well. The time given to further professional study either at Teachers' College or elsewhere, is repaid manyfold. The consciousness of better knowing child needs and how to meet them, the stimulation to further study and growth so as to be better able to teach such an infinitely precious and wonderful thing as a child's mind, the satisfaction of being able to render even greater service to society are a few of the many ways the individual teacher is repaid for continued growth in education. "It is an awkward thing, this dealing in souls," says Browning, "and matter enough to save one's own.—Miss Elsie Mills.

Miss Mills is a former teacher of the Model School, Fredericton, and has been studying at Teachers' College, Columbia University, for the past two years.

#### TWELVE ELEMENTARY TEACHERS' SUMMER SCHOOLS FOR NOVA SCOTIA THIS YEAR

That is the meaning of the twelve regulations just passed by the C. P. I. of Nova Scotia for untrained teachers who cannot conveniently attend the Normal College.

The Normal College itself may next year break up its year course into two parts to accommodate the candidates entering the profession during the time made strenuous by the high cost of living.

In our June issue we hope to be able to publish a list of the locations of each of these twelve training schools or institutes, with any additional information obtainable.

The Rural Science School at the Normal College, Truro, will also function as usual for the higher classes of teachers during the month of July.

#### NOVA SCOTIA INSPECTORIAL TEACHERS' TRAINING INSTITUTES, 1920

1. The Education Department is authorized to or-