

THE EDUCATIONAL REVIEW

DEVOTED TO ADVANCED METHODS OF EDUCATION AND GENERAL CULTURE

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

SEVERAL teachers have asked that a Question Box be opened in The Educational Review to which teachers may submit problems or questions troubling them for solution. The Educational Review will be glad to co-operate with the teachers in this regard. Please limit your questions to matters dealing with school work. If you wish an immediate answer please enclose postage. Address—Educational Review, Moncton, N. B.

THE return of Spring brings with it the necessity of preparing for at least three special occasions—Arbor Day, Empire Day and School Closing.

"The idea that programs are a gratuitous addition to the education of the child and therefore need to be prepared in off-hours is wrong, and needs to be replaced by the thought that the program gives an opportunity to do something for the child and community that can be done in no other way." For a program which is made up largely of recitations there may be weeks of preparation, but it should be done in school as a part of the regular school work.

Poems chosen for recitation should be used in the reading and literature lessons. The choice of the person to give this recitation may be made by the teacher or left to the class. These recitations should be given during Opening Exercises or some lesson on which they have bearing. This will give more valuable exercise than can be gained from special rehearsals at the last minute. If such a plan be carried out but one final rehearsal may be needed. It may be well to allow the pupils to criticise each other's work. This will result in good training for the pupil who is to give the recitation and the other members of the class, for all will gain a more practical understanding of the requirements of a well-spoken selection. It may be well to leave the choice and arrangement of the various parts of the program to the pupils.—J. H. M.

THE anomaly of woman's position in this self-governing country is obvious to all thinking people. The extension of the franchise to allow her a voice in federal and provincial elections is very recent; but she has not yet a voice in local or municipal affairs. The situation is ridiculous on the face of it.

With a realization of the necessity for revised educational ideals, has come a wave of deeper interest in our schools, their condition and their problems. This is especially true among the women. Their women's organizations are studying the needs of the child, and analyzing the service rendered by the school. When it comes to actual steps for improvement, however, they find the limitations of municipal law. To plan, to suggest, is possible; but executive power does not lie in the hands of the women of the community.

Not to possess a thing, however, never daunts a woman. She "goes after" it. Two of the most general and influential women's organizations, viz., The Women's Council and the Women's Institute, have acted with characteristic promptness. Each local body has passed a resolution endorsing the movement, and forwarded a copy with a personal letter to their respective representatives in the government. Favorable replies have been received in many instances; and the women are anticipating a good backing when the question comes up in the present session of the House.

The step urged is not in the nature of an experiment. The United States and the Canadian west have tried and proved its value. In one or two outstanding cases women have served as trustees and school board members in this province. Miss Annie Stuart, property owner and business woman, has been a trustee in Grand Pre for several years. The present excellent school in that community may justly be considered largely the results of her efforts. In the town of Wolfville a lady, Mrs. Haliburton Moore, is member of the Town Council and Chairman of the School Board. Is it a coincidence that the money for a new school building, needed for many years, has this winter been voted?

In history our children read that Nova Scotia has had representative government since 1758. As a matter of fact that was only "government of the people for the people by some of the people." A large proportion of the people, viz., the Roman Catholics, had no share in government until 1783; and could not occupy a seat in the House of Assembly until 1827. At that time men were given the right of self-government regardless of creed; and we had "government of the people for the people by the men." Women's work

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