

School and Community.

Education as a necessity requisite to our democratic constitutions is an ideal which we have realized theoretically for sometime. We have attempted to give it practical sanction in our legislation, but our appreciation of this ideal has been limited by older educational precedents. Education, though no longer for the favored few, was administered by the age old curriculum which had for its ideal the training of a man of leisure. Education was long housed in the monastery and cloister, so the principle of aloofness was transferred to the school building. It was sacred to the use of the educator and his disciples. We are beginning to see more clearly. Education is not only the right of all, it is the need of each individual. Each child must be trained to fill his place in society, whether in industry, trade or profession. Each is equally honorable and necessary. With the improved realization of the duty of the curricula comes the realization that the school to serve society must belong to society. If the school is to fit individuals for the place in life the school must come in contact with society. Society must come to the school to advise and help. Too long have our educators been aloof and turned a deaf ear to the needs of the common man. Too long has the school board looked upon the school as a problem in thrift. Too long has society felt its responsibility ceased with tax paying and criticism. Society must feel that the school belongs to the community. That the realization be enlivened the people must come to the school for lectures, for concerts, parent-teachers' meetings, as well as to settle disputes and vote at school meeting. The school should be the centre of the community's life. If the professional man meet the tradesman and artisan socially in this community centre their understanding of each other's point of view is increased. Each will be more ready to allow the other his claim upon the function of the public school as the means of preparing each child for his life in society.

The Improved Rural School.

The Rural School should hold a conspicuous place in the community. It is a deplorable fact that many times the building and equipment are not a credit to the community. The building is frequently unpainted, the out-houses not in repair, and the school yard a barren, forsaken place. Inside the blackboards are no good; the seats are not adjustable; the windows are too few and on all sides of the building; the stove is in the centre of the room; there is an open pail of water and a common drinking cup; no facilities for washing; few maps or books; no pictures and the walls stained and grey.

We have been taught to believe that the country is a healthful place in which to rear children. Yet the prevalence of eye and ear defects, adenoids and diseased

tonsils and frequent contagions which are unearthed in rural communities when a scientific investigation is made arouse a question in our minds. In a poorly lighted school-room of necessity eye-defects are developed. With the stove in the centre of the room the children in the corners develop all sorts of nose and throat troubles. A common drinking cup and an open pail are excellent germ-carriers.

The country school house must be improved. The "little red school house" is all right to sing about, but the school to use must be made hygienic and comfortable. This can, in many cases, be done by remodelling the present building. If the building be lifted and a basement cellar put in, a furnace may be added, and the heating conditions will be improved. The basement can be equipped with a small kitchen, and in this way meeting the needs of the school lunch, as well as providing opportunities for the girls to study Domestic Science. The windows should be on the left and back of the room and be provided with good, adjustable shades. The wood-work should be painted a light, pleasing color. The seats should be adjusted to the size of the pupils. A convenient arrangement is to furnish the school room with chairs and tables. These may be put by when not in use and the floor space used for games and physical exercises. A good library should be found in every rural school.

Such a school house may be used as a community centre. People in rural communities do not get together enough. Farmers' Club, Women's Club, Young People's Reading Circle, Community Glee Club could all use the school house. The library might well be extended until it was a district circulating library. Lecturers, Government demonstrators, all could use such a school house.

What would be the result of all this expense? More healthful conditions for children in school; a common place of meeting for all the people of the community; increased pride in the district and many other private goods will result. The community will be forging a bond to keep the young people in the community. A progressive community, such as this, will soon look for a teacher prepared to teach the children rural arts of life rather than taking the cheapest, and of necessity the poorest, teacher who offers himself. The children of such a community will be trained to live in the country and will be glad to do so.

PRIMARY EDUCATION

READING—(Continued)

The purpose of the present article is to summarize the ideas contained in the rather rambling discussions of the two former papers and to present to the readers an interesting and effective method of teaching reading.

Since reading is an art, having for its function