

War and the Teacher.—War lays heavy burdens upon all citizens. It lays special burdens upon teachers as the sponsors for the civilization of the next generation. The teachers of Canada must gird themselves now for new and greater sacrifices.

Mr. Flavelle of Toronto calls attention to the fact that this year Canada must pay \$150,000,000 as the interest on her foreign borrowings and \$180,000,000 as the excess of her foreign purchases over her sales. She cannot borrow these \$330,000,000 abroad in time of war. She must retrench, therefore, or default. Retrenchment in the end will mean for teachers no new buildings, unimportant repairs, scanty supplies, smaller grants, falling salaries. Here is the teacher's first sacrifice.

Many teachers hold military certificates and have commissions in local military corps. To some will come the call for military instructors. They will respond, and next to the regular staffs at military headquarters, take a foremost part in training our citizen soldiery. To others the appeal for recruits will come with peculiar force. They will respond,—they have responded more freely, perhaps, than the members of the other professions—and will be found in the fighting line in Europe.

But their sacrifices will not stop here. Here and there throughout Canada they will rally and organize local sentiment in support of Patriotic and Red Cross Societies. They will work, collect, and pay up to the level of any class of citizens in the community—and beyond.

These are some of the sacrifices which the teachers of Canada must now make. They will make them cheerfully, even joyfully, and remain quite unconscious that they are sacrifices.

School Surveys.—During the past few years in the United States about a score of school survey reports have been issued, some of them of first rate importance. A school survey, it may be explained, is an attempt on the part of a state, country or city to evaluate the results of its system of education. It is, in brief, an educational stocktaking. Naturally the first step in the process is the appointment of educational accountants—in this case, experts in the various fields of education. These experts, local or foreign, visit the district under survey, examine all records, school-buildings, methods of instruction, and so forth, and then present their report which not only gives a conspectus of the present educational position, but also indicates what steps should be taken to remedy whatever faults have come under their observation. Such features as the following are usually reported upon: (1) the organization and administration of the school system including the system of supervision, the appointment, tenure and salaries of teachers; (2) the system of kindergarten, elementary and secondary instruction including the curriculum, promotional examinations, the excellencies and defects of the