

that young teachers are recommended to appeal to the senses so that each child may be reached through his predominant type of imagery. Probably there are no individual types, but merely varieties from a general type which includes all forms in different degrees.

There are also enormous differences in individual dispositions which require different treatment both in respect to school management and in methods of study. These differences in habits, abilities, character and in interests seem to warrant the formation of special classes or conditions to meet individual needs. For this reason, Montreal and other cities rely on short divisions of the school year of about five months each. In Gary, Indiana, they have divisions of three months each. In this way, sub-normal children may only require to repeat part of the grade and will not lose a whole year. Numerous cities in the United States and in Germany have framed systems to avoid promotion by classes, while retaining the advantages of class organization.

Even with best classification of children in classes there are great differences in their achievement in any particular subject. The standard tests and scales, which are now a common feature of experimental education, have proved conclusively the great varieties of achievement in different subjects by children in the same grade. Even when a test is made through several grades, it has been found that some children in Grade IV obtained better results than children in Grade VIII. Of course those are the best children in Grade IV who are compared with the poorest in Grade VIII. This has been found to be the case in arithmetic, hand writing and composition.

The greatest problem facing the teacher is the necessity of adapting instruction to the needs of children who vary so greatly in ability and in attainment.

One of the methods which is closely related to rural school practice, is the assignment method of teaching. It is highly important that correct assignments for homework and seatwork should be given. The limits of a new lesson must be clearly defined. The teacher should suggest the best way to study and prepare the lesson. Explanations should be given. But even then the pupils will have difficulties, and require to have their seat work supervised. She may say "Begin where you left off," "Study the next five pages," "Study pages 21 to 20," "Go on and finish the chapter"; but all of these assignments, although they seem to be definite, give no indication of the object aimed at or the methods of economical study. It is better to give tonic assignments or problem assignments. These may be given in the form of a question or series of questions. For example, at least ten or a dozen different lessons could be taken on the subject of Confederation in Canada.

1. The conditions which existed previous to Confederation.
2. The difficulties which Confederation a practical subject for discussion.
3. The negotiations which took place before Confederation was consummated.
4. The content of the agreements which were incorporated in Confederation.
5. The immediate consequences of the British North America Act and its chief provisions.

6. Comparison of the parts played by several of the greatest leaders in that piece of statesmanship.

7. The public works which were required to consolidate the agreement.

8. The political changes which ensued.

9. Comparison of the progress in Canada since Confederation with its position before that time.

10. A discussion of the consequence of Confederation compared with an estimate of the position which would have resulted had Confederation not taken place.

11. The constitutional effect of Confederation.

If each of these topics were assigned to a class in the form of a question or problems to be solved by a study of the history book, each child would know exactly what he had to do and would know quite clearly when he had finished his tasks. A large amount of our trouble at present in school is due to the fact that children do not know exactly what it is the teacher wants them to learn, nor do they know when they have learned it. By the problem method in assignment, the children's doubts on these matters are laid at rest, and they have a definite task which is within their power, and they know when they have finished it. There is also no chance of memorizing from the words in the book. Each problem required selection and judgment, sometimes even finding information from different parts of the book.

(To be Continued)

A True Story of Nation Building

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THE hero of this little story was born in Ireland some twenty years ago and while in his teens emigrated to Canada. He entered an Eastern University and later was a student missionary in Saskatchewan. When the Great War broke out, he promptly answered the call, and shortly after was in the front line in France. His lot fell with the Scouts and as Scoutmaster he led his men through many hazardous adventures. On one occasion he discovered one of his chums in a most difficult situation. The latter with two or three men were holding back at the point of their revolvers a much larger number of Germans. They had already shot ten but were rapidly becoming exhausted. The brave scoutmaster called to his chum and asked him how long he could hold out. "An hour," was the reply and the scout shouted back, "I'll have your men here before an hour." Hastily he crawled back and was soon leading a body of men through the German barbed wire. His chum was relieved and was later made a V. C. The scoutmaster received a Military Cross—and four bullet holes through his body.

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The war has ended. The scoutmaster came back to take his part in the building up of Canada. He looked around for some work in which he might best serve