

The School

"Recti cultus pectora roborant"

Editorial Notes

After-Care of Soldiers.—Canada is in earnest about the welfare of the returned soldier. He must have the very best medical treatment. His pension must be adequate. He must have the preference in appointments to federal, provincial, and municipal posts. Parliamentary and local committees must safeguard his claims to recognition in the activities of farm, factory, or office. And if he is unfit, time and money must not be stinted in making him fit. In this spirit Canada has begun to educate the disabled soldier. She has organised vocational instruction for him in the various Provinces. The character of the men selected to direct this instruction is the best evidence of the country's earnestness in behalf of the disabled soldier and the best augury for the success of its efforts. In selecting Mr. W. W. Nichol of Ottawa to direct the work in Ontario and Inspector J. F. Boyce of Red Deer to direct the work in Alberta, the Dominion Commission has shown excellent judgment.

A New Interest in Education.—Will the Great War be the means of arousing the public to a new interest in education? All thoughtful writers on the war have connected its cause, its course, and the principle underlying it with the educational systems of the various nations involved in it. Whether it be the efficiency and brutality of the Germans or the fearlessness and "muddling" of the British, everything is laid to a large extent upon the shoulders of the teachers. As a result, signs of a revival of interest in education on the part of the British public are very evident. Four or five important commissions have been appointed to investigate thoroughly different phases of the question of education in order that the defects of the system may be remedied. Up to the present the people of Canada have not given much evidence of a new interest in education. And yet there are a few hopeful signs. Sir George Foster has created a committee of scientists to direct research work in the applications of science to the industries. The various Provinces are expanding their schemes for agriculture. Many schools are organising their physical and military training. The clergyman and the journalist have begun to discuss education. Two of the Toronto daily papers are devoting a column in their Saturday issues to educational questions.