

the deserts rejoice. Through visitors and inspectors we sometimes learn of these, and occasionally in private conversation, a teacher speaks of his work to his friends.

The journal is in a position to promise that some of the real experiences of teachers in Manitoba will be printed in these columns from month to month. May they bring comfort and encouragement to others. There is nothing imaginary in any of these accounts, and perhaps on that account they may not savor of the spectacular. None the less they are valuable. One thing they do show, that in some of our schools we have teachers second to none in their initiative, their enthusiasm, and their desire to serve the community. Should any one wish to know the parties referred to in the articles as they appear from month to month, the Journal can supply the information

A Neglected Essential

There are three words we use as if they meant the something—the words pronounce, enunciate, articulate. We have a rough idea what they mean when applied to speech. Using the first of these to include all that is meant by the three, it is fitting to inquire if in Canada, and especially in Western Canada, it is not especially fitting at this time to emphasize in our schools pronunciation rather than spelling, and more broadly, oral expression rather than written expression.

When a young lady enters the social world, what is it that gives her an honored place among her companions? When a man has to speak to his fellows in private or public, is there anything more to be desired than the power of clear and correct utterance? In a land of mixed tongues, is there any higher service the school could render than that of preserving the good old English speech?

It is very annoying to listen to an Englishman who drops his "h's," but it is more annoying to listen to a Canadian who drops his "g's." It is even worse than this, when one is compelled to endure victum, goodnus, servus,

littry, history, watchesay and dunno. It is not uncommon for a teacher of poetical literature "to mouth his words" so that the rhythmic beauty and color tone of the poet are completely lost. Isn't it time that every teacher before receiving a license should be required to read and speak so clearly and distinctly and with such regard for pronunciation and voice production that he will be heard gladly? Let us put emphasis where emphasis is due.

The Junior High School

We have been so long wedded to our present system of organization into Elementary school of eight grades, followed by High School of four grades, and University of four grades, that we are surprised when people suggest the possibility of a better arrangement. Yet on psychological and pedagogical and practical grounds another scheme has not only been proposed, but has been in effective operation for some years in the United States and in European countries. The most usual division is Elementary School, six grades; Junior High School, three grades; Senior High School, three grades; Junior College, two grades; Senior College, two grades. No two of these do the same kind of work nor do their work in the same way. It is not necessary here to set forth the differences in organization, programme and teaching method. The question for us to consider is if such a reorganization would be advisable for Manitoba.

Is it good in a large city for pupils to pass from a single teacher to a large group of teachers? Would it be better in grades VII, VIII and IX to come under control of a limited group? Would it be possible with a limited group, rather than with individual teachers to begin languages and vocational studies earlier? Would this be to the advantage of all? Would the scheme be better in small towns and villages where a full High School course can not be given, but where something can be done in addition to the work of the eight grades?