

previous the notorious desire to dominate not merely the other German States and the rest of Europe, but also the whole civilized world. This insane purpose was the reason for the mode of preparation being adopted that paved the way for what was nearly a success in September, 1914. For generations the autocrats of the Prussian people have maintained a system of education which included compulsory attendance at Public Schools and a distinct acknowledgement of the child's dual nature, which had not only to do with body and mind, but also the action of each of these on the other. As an editorial in a recent issue of the *Toronto Globe* pointed out, for generations before the war advanced education was chiefly devoted to the cultivation of the "Humanities" which had "Man" as their object while the "Utilities" were left to the few scientific enthusiasts who devoted time to them in answer to the craving of their disposition.

At this critical moment in the world's history, in this stage of the war against Prussian militarism, at a time when the possession of hitherto unthought of political and democratic freedom among Russian people has resulted in apparent disaster owing to the fact that they were not educated to have this unexpected freedom given, them, it behooves the British nation, together with the rest of her allies, to take a firm stand as they view with clearness of vision, receptive and intelligent minds, that which lies before them, before this danger of Prussian domination of the world is entirely removed.

In this the teachers of all grades occupy a responsible position, having as they do, the education and training of the younger generation which in years to come will rise up to take their places in the world which has passed through the refining fires of war.

HOME SCIENCE IN PUBLIC SCHOOLS.

The girls of Canada will never learn to be homemakers through the meagre system of domestic science that prevails at the present time, with one room in a school building and only one lesson per week. More than that, we find the first, second and third grades of our public schools without any attempt at handwork except a little sewing, drawing and writing, whereas both the small girls and boys are delighted with elementary housekeeping, nursing and nature study. Every child from the kindergarten to the high school can learn and likes to learn to do things that men and women do. But what intelligent mother would confine her daughter to the kitchen to learn housekeeping and homemaking? This department of education can best be taught in an average-sized house set apart with a plot of ground, where the growing of flowers and vegetables is a necessary part of the house-keeping process, and where the child becomes acquainted with the process of nature.

COURSES OF STUDY IN THE JUNIOR HIGH SCHOOL.

BY MARY JENNISON, TRURO.

(Special to the EDUCATIONAL REVIEW)

In organizing the courses of study in the Junior High School, we find at least five groups of pupils for whom provision must be made. These are, first, those who go on to the Universities and who must be prepared for matriculation; then there are those who will leave from grade XI or XII, not expecting to go to college, but who do not desire to specialize until after graduation; next, there are sure to be a large number who must chose a vocation immediately on leaving; those who will leave before graduation; and lastly, those who must leave at sixteen and go to work. It is in determining and ministering to the needs of each of these groups that the Junior High School finds its highest efficiency.

In the collegiate course, in most cases, few radical changes have been made. Until the Universities adopt the watchword "Practical Education" we are bound, in this course, to follow their leading. However, some changes have been attempted which, minor as they appear on the surface, having far-reaching results. Chief of these is the introduction of a foreign language, elementary science and higher mathematics into the Junior High School grades. This step has been taken advisedly, acting from two main motives. First, it has been found that these new subjects, introduced at this critical time, tend to awaken interest and effort on the part of the pupil; and, also, the the knowledge which he gains in six years must be more deeply impressed than when, according to the old regime, it was crammed into four.

I saw this summer in the Horace Mann School, New York, a Grade VII class in the Junior High School solving simple equations in a manner which would in Nova Scotia be considered creditable for Grade IX. This class had also begun Latin, French and German, and were making what seemed to me to be remarkable progress in all.

In the courses scheduled for our other types of pupil reform has been more marked.

In science, it has generally been considered best to give a precursory and of necessity an elementary outline of the whole field, a little chemistry, physics, botany, biology, etc., and here may I recommend Britain's "Elementary Agriculture" as an excellent book to use in following this plan of general science. I have taken it