

LARGE RETURNS IN MANHOOD. Education is the strength of a democracy.

Here the efforts of the old land and of Australia are detailed; and the report concludes:

"Canada sure will not lag behind Britain and Australia in this matter.

"Our proposal is that the government should grant every returned soldier who can prove his need and his capability, maintenance and fees for at least one year. The sum of at least \$350 would be required for subsistence, and at the highest the fees should not average more than \$150. In view of the fact that there are probably at least 1000 returned soldiers now in the higher educational institutions of Canada and about the same number undergoing instruction either in the Khaki Universities, it is probable that not less than 2500 or 3000 may be expected to seek an education next winter in our Canadian institutions. The amount therefore that may be required for carrying out this scheme should be placed at \$1,500,000.

The machinery for putting the proposal into operation would in our opinion not be elaborate. The government might deal directly with the Universities as regards the students who wish to take a University career and with the provincial departments of education as regards those who wish to take a training in Technical or High Schools of the provinces.

"It is to be observed that in making this petition the Universities are not putting forward any request for financial relief on their own behalf. Already extra large classes of all grades have been instituted for returned soldiers at large expense, of which the fees will meet but a fraction. But by reason of their deep conviction of the necessity of educating the soldiers the Universities have assumed this heavy burden in addition to those that the war has already laid upon them. They can therefore with good conscience ask that the Dominion government should make it possible for all capable returned soldiers who desire to do so to take advantage of the opportunities which they afford."

PRIMARY READING

(Article Two)

The former article on Primary Reading dealt simply with the way in which a Mother Goose rhyme may be used to introduce First Grade Children to reading. The usually prescribed Primer is a barren, uninteresting book, built upon no principle other than ancient and uninteresting alphabetic method of teaching reading. If you are crippled by the necessity of using such a book teach your children to read from the blackboard, using script and later print. Using your own ingenuity and perseverance you can work out your method and make word cards yourself to use in drill.

The Primer should not only contain simple stories useful in teaching children to read but it should have the added worth of literary quality. Why introduce our children to reading by such rapid stuff as—a boy, a box, a ball. See the boy. See the box, etc. The stories should be within the children's sphere of interest and comprehension, but they should be above his level of style and language. The surest guarantee to effort on the part of the pupil, is interest. A second requirement of the Primer aids in obtaining this, that is, that the material in the Primer be varied.

If the prescribed Primer fails in these two regards you can overcome the difficulty by teaching reading from the blackboard and meet these requirements in part. When the mechanics have been mastered you may use the prescribed Primer as a reading book.

How may these two requirements of literary quality and variety be met? By the use of a variety of kinds of material. The nursery rhyme which has stood the test of time is one way. The children love them; they develop the sense of rhythm and are easily adapted to play and dramatization. Experiences which the class have enjoyed together are another fruitful source of interest. I visited in Grade I in St. Louis schools recently who were learning to read from the story of a trip they had taken, as a class, to one of the parks.

We went to Reservoir Park.

We saw many trees.

We saw the water tower.

We are making the park in our sand table.

Some of the children are making trees, etc.

There was no lack of interest or enthusiasm. It was a story of their own experience. Games may be used as a means of teaching children to read. It is a telling of helping them to realize the value of reading. The games are first played with oral commands. Then the teacher writes the command. For example: "Spin the Plate" can be used. Each child is given the name of an animal which it has had. The plate is spun and the child whose name is written upon the board runs to catch it before it falls.

Animal and Nature stories also interest the children next to their own experiences. Fairy tales, folk lore, cumulative tales, like "This is the House that Jack Built," and humorous stories may be used to advantage.

There are certainly requirements which the teacher must recognize in building up the work. There is danger that she may take for granted knowledge which the child does not possess. In a recent study on "Contents of Children's Minds on Entering School," it was found that 54 per cent. of city children did not know a sheep, 52 per cent. a bee. Country children have gaps too, but of a different sort.

There must be frequent repetition. There is no