

is a great relief to a teacher to know that she has a superior officer who will be in her school, perhaps the very day that she needs his advice and help, and she will meet her trouble with greater fortitude. That bad boy is brought under control much easier when he knows that there is a power behind his teacher.

Then, again, the actual help she may receive in her teaching. Trouble arises some-day with that dull boy. "Tom is not getting along well at all. I have tried every method with him and he is just where I put him at the beginning of the term." The teacher fails in hitting upon anything that will reach his case. The supervisor, being a man of experience, could undoubtedly diagnose his case and prescribe wisely for him.

It would be the duty of a supervisor to become acquainted with the parents. He could then act as a mediator between them and the teacher. He would be in a position to explain misunderstandings and settle trouble between them. He could frequently head off troubles that might prove to be serious without the teacher's ever knowing about it. Her time, her energy and her nerves are thus saved for the real work of teaching.

Among the many other services he could perform, I would only mention one. At present there is need for a better community spirit, and it might be part of a supervisor's duty to hold in various parts of the municipality community meetings where not only school problems could be discussed, but other matters of vital interest to the people.

Can we afford to have such an officer, and who will pay his salary? This is the question we naturally ask first. It is certain that the trustee boards will have to pay a share of it, and quite

likely the government would pay the remainder. If a municipality with twenty-five schools were to pay one thousand dollars on salary, and each district had an average of sixteen sections, this would mean for supervision forty dollars for each school district. Two dollars and a half from each section of land, or sixty-two and a half cents of a special tax on each quarter section. The burden would be extremely light.

What has already been said suggests my last point, viz., school taxes. This, of course, with school boards, is a most vital question. It has been the writer's opinion for a long time that the debt a person should pay the most cheerfully is his school tax. The man who has a good teacher for his children and a well-equipped school for them to attend, receives more value for the ten or twenty dollars of school tax than for any similar sum of money spent for any other purpose.

Some ratepayers are rather boastful of the fact that their special school tax has dwindled down to five dollars on a quarter section, but it seems to me that any man who makes that statement should go to some secluded spot to utter it.

Taxation marks the boundary between civilization and savagery. An educational campaign is needed on the necessity and value of taxation for school purposes. Our teachers should be well informed on the subject, and could well make it a good lesson on Canadian Civics. If this were done the next generation of taxpayers would willingly pay their share of all legitimate educational demands.

In this brief paper I have simply aimed to suggest a few matters to trustee boards which might be worth their consideration.

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"There are dangers of dwelling too long on concrete material. More and more the individual who is to be educated must acquire the capacity of passing from object to symbol; from the habitual adjustment to the interpretation of the environment in terms of meaning."