

pupil the best method of preparing his task and accomplishing it with least effort. Most of them deal with attention and memory very fully, but usually they fail to diagnose the peculiarities of each child and are too general to be really helpful.

But experience shows that children need to have training in the use of books, not merely school books, but all kinds of books. After all, when they leave school, their progress in knowledge depends on the printed page. For this reason, children need some training in the use of the school text book and reference books. Most of them do not know how to use the table of contents and the index. Many pupils do not even know the author or publisher's name. Too frequently, children try to memorize the words of the book.

In short, teachers should remember that there is no such thing as the average child, but that all children are different in various degrees. Probably the best advice that can be given to teachers is contained in the following recommendations:—

1st—All teachers should give occasional talks from time to time on how to study.

2nd—All teachers should make a careful study of the children in their classes and note the individual differences, both in ability and in achievement.

3rd—Teachers should make very careful assignments of all work and should lean to the problem or topic method of assignment, which is more satisfactory to children and teacher alike. Of course this means that teachers themselves must have a clear idea of what they intend to teach or to assign.

4th—All teachers should have occasional periods of supervised study or individual teaching. In penmanship and art work this is nearly always done, but in history and arithmetic we are inclined to condemn the results without troubling to investigate the means by which the children arrive at these incorrect results.

We are inclined to leave the methods of study to instinct, but even in the case of girls, who are believed to have more intuition than boys, it is a very dangerous principle. Those children who have mastered a method of study and adduce their plans to a system, have done so through a vast amount of trial and error and success, and have finally hit upon the correct method after much travail of soul. It is for this reason that teachers must be well advised to study individual differences of children and give training in methods of study as a matter of school room routine. It is not wise to put faith in the mechanical system of class organization.

P. S.—Teachers who wish to study this question further, can be recommended to read the following books:—

"Types of Teaching" by Earhart. Chs. VIII and IX.

"Brief Course in the Teaching Process" by Strayer. Chs. VIII and X.

"How to Study" by McMurry.

"Teaching How to Study" by Earhart.

"Supervised Study" by Hall-Quest.

"Supervised Study in History" by Simpson.

Let the Experts Tell Us

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ON every hand we find those who 'knock' our educational system. Destructive criticism and proposed panaceas have become very common. Complaints are heard because we have no kindergarten, on which to spend money at the beginning, and because we have a University which requires money at the top. Some people think pupils don't have enough to do in school, others say they are over-worked.

The old theory of "Formal discipline" still compels many to call for a restricted curriculum and dependence upon "mental training." An increasing number disregard this theory to the extent of advocating a broadened and enriched course at least in high school, with plenty of options to enable pupils to select subjects of study which they will later use. That is, some maintain that **general education** is sufficient, while others advise **Vocational training**.

The executive of the New Brunswick teachers Union complains that we have two or three systems of education—that we should have but one. The Moncton City Council demands that, in that city at least, vocational education be administered by a body not controlled by the local school board.

The St. John Vocational Committee has by resolution asked to be divorced from the school board of that place.

Many think that the funds for Agricultural education should flow through the education office rather than the Ministry of Agriculture.

The Department of Health and the St. John Ambulance are asking for a field of operation within the school.

A section of the community tells us that our rural districts are not getting a fair deal educationally—that more government aid should be extended to them. Many contend that Higher education in the University has a right to more public money.

The proposal that the Normal School should give only professional training has solid support. Many think it should be linked up with the University.

It is argued pro and con that there should be elected school boards; that there should be no Vocational Education Board, or Board of Education; that there should be a minister of education. Some hold that the Board of education should be reformed, and given charge of all educational matters, including Kindergarten and University, that the personnel of such Board should represent the different interests of the Province and the principal divisions of an educational program.

These and many other proposals are tossed aimlessly about. The people are unanimous upon nothing except that they are dissatisfied. As a result the

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