

about the King and more about ourselves, and even the natural scenery of our domicile, than before; and our taste and sense of congruity will have ultimately to decide whether this mixture of motives is calculated to make the same direct appeal as the former single one. There is still much to be said in favor of the old form, which made the King, in this song, as in more solemn supplication, stand for his people. It was the King's divine right, which was never refused him even by the strictest of constitutionalists. 'May he defend our laws' expresses sound doctrine, though it is to be superseded tomorrow; and the denunciation of the King's enemies—'Confound their politics; frustrate their knavish tricks'—so opposite during the war—has been and still is the cry of our hearts. Why, if direct and forcible language has any merit, should it not also be in the prayer on our lips? For our part, we have never understood the supposed popular discontent with the historic version, and while complimenting the latest reviser on the tact and gentility of his effort, we still retain a preference for the hearty, if ruder, original."

LEARNING THE THREE R'S BY DOING AS YOU PLEASE

By Elsie Lena Mills

Imagine yourself going to school and being asked what you would like best to do. The old way was, to tell the pupil what he must do and particularly what he must not do. But, psychologists tell us, the natural way is to learn by doing, no matter if something is attempted at first rather beyond one's powers.

The child, in the pre-primary grades of the Horace Mann school, an experimental and progressive private school in connection with and adjacent to Teachers' College, Columbia University, New York City, on entering his class room in the morning is permitted to select the material he likes best. He may model in clay or make flowers, or nail a box or make a house. Whatever he does has the urge of a personal interest. The teacher is ever accessible, ready to help and suggest if necessary.

What value is there in this way of teaching children? Supposing the child essays to build a school house out of some wooden beams and blocks, he first feels a spirit of initiative. Should the task be too much for him alone, he asks and receives help, thereby knowing the value of social co-operation. The completion of the task calls for a degree of self-reliance, self-determination and stick-to-it-iveness most valuable in themselves. They had made plans and had executed them. Are not these qualities of more importance than anything which can be learned from books?

But you may say the three R's are being sadly neglected. Are they? In building the school house the walls had to be the same height, the timbers of equal width and length, the doors and windows set in at equal

distance from each other. These operations necessitated much measuring and counting and these youngsters were absorbing arithmetic without knowing it. They wanted the name on the front of their building, but alas, they were weak in orthography and chirography. However, they went to a tray in a corner filled with letters, little and big, and after much spelling, with a little help from the teacher, the name was soon made and transferred in printing to the front of their building.

For the last two or three years there has been much discussion in educational circles concerning the discontinuance of the word kindergarten. The new movement is leading to a unification of these pre-primary grades with the first grade, and to a better understanding and co-operation between the teachers.

In the average kindergarten of today, one sees the children all doing the same thing in the same way, at the same time. The new movement in juvenile education is radically different from this froebellian conception. It gives scope to the talents of every pupil, allowing them to learn reading, writing and arithmetic through occupations for which they have a natural aptitude.

In this way, modern education removes the old obstacles which blocked the path to self-determination and gives to every child an opportunity to develop its own individuality.

HOME ECONOMICS IN RURAL SCHOOLS

By Bernice J. Mallory

Since Jan. 1919 the first bit of organized work has been done along the lines of introducing Home Economics into village and country schools by means of the Hot Lunch Idea. This seems a two-fold purpose, that of teaching a few basic principles of cooking and serving, and also of supplementing the cold and often unattractive lunch.

When we stop to consider that there are only ten schools in the province where Home Economics is taught regularly it gives some idea of the broadness of the field and what has to be accomplished. The United States and our western Provinces have gone far beyond us in this work. So far only two travelling supervisors have been engaged and unless the teachers of this province realize the importance and necessity of this work we are to be left in the back ground.

In many schools there seems to be unsurmountable odds against having cooking taught on account of space, cost of equipment, etc., but in the majority of cases a small and inexpensive equipment can be provided by the trustees. The boys often times can build a cupboard with shelves which can serve as a pantry. A few staple supplies can be kept on hand, and the fresh supplies provided daily by the children bringing their lunch. There is also a great opportunity of utilizing the products of