

vincial revenues. This might take the form of a special levy for school support and be distributed on some equitable basis. There is such a law in Maine and in New Jersey, and Massachusetts is likely to provide a state mill tax for school support at an early date. Another objection to this form of taxation, in addition to that raised by Dr. Seligman, is that it places a greater burden on immovable property. Real estate owners have borne the burden of taxation up until now with a good deal of patience. It is becoming better known, however, that an ever increasing proportion of wealth is in the form of personal property, tangible and intangible, which largely escapes taxation.

In its report to the Canadian government in 1913, the royal Commission on Industrial Training and Technical Education (2) recommended as follows:

"The industrial efficiency of the individual worker is of value not merely to himself, to the particular trade at which he belongs, to the community in which he lives, but also to the nation as a whole. Moreover, the facilities for travel and the frequent change of residence, indicate that, while the individual would obtain the benefit of industrial training and technical education in one locality, he might follow his occupation in another that might be far distant. That would be the more common and likely because of the large and rapid growth and development of Canada.

The very considerable increase in the population of Canada by immigration is throwing additional burdens for elementary education upon the communities and the province. The enhanced public revenues due to growth by immigration, go, in a large measure, into the Dominion exchequer. The increase of the volume of trade brings in larger amounts through the customs offices. This would indicate that the new financial responsibility and burdens for industrial training and technical education, on a scale large enough and generous enough to be available to all the people between the ages of 14 and 18, should be sustained in a large measure by funds from the Dominion Government."

Writing in the Montreal Star, President Cutten, of Acadia University, Nova Scotia, gives his opinion on Federal aid to education in the following words:

"The time has come for the Dominion to take a more active interest in education. Grants should be made to all the provinces for general education, and must be if the provinces are to do effective work. Through the medium of these grants the work in the different provinces could be articulated and standardized and improved. The value of this could not be over estimated, and while leaving the provinces, as at present, in control of this education, aid of great value would be rendered by advice and suggestion."

The principal of Federal aid for general education has recently received strong support in the United States from the commission of the "National Emergency in Education," etc. appointed by the National Education Association. Dr. Geo. D. Strayer, president of the association, is chairman of this commission and its findings come with unusual authority. In Commission Series No. 1, the statement is made:

"The rural and village schools are by far the weakest links in the educational chain. There is no way in which these links can be strengthened save through expenditure vastly greater than the local communities can supply. General state taxation has already proved itself inadequate to a solution of the problem on a national scale. The welfare of the nation itself is more intimately bound up with the intelligence of that majority of its children now enrolled in the rural and village schools than with any other single factor. Federal Co-operation in the support and development of rural education is clearly and unequivocally the only solution of the problem."

(2) Professor James W. Robertson was chairman of this commission.

Individual Differences

Teaching Children How to Study

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(Continued from last issue)

SO MUCH have some school authorities been impressed with differences in class instruction, that they initiated different schemes for supervised study. Thus we find the assembly hall study period which is in charge of a principal or special teacher, to whom children who have difficulties may go for special help.

Then there is the special conference plan, whereby children may use the half-hour after school hours for seeking personal assistance from regular teachers. This method is adopted in Pittsburg.

A special study coach has sometimes been engaged to do work of this kind with backward children from different grades who are sent in small groups at special times. Specially qualified teachers are necessary for this scheme, with special training in psychology.

The delayed group plan has been found useful in the case of high school children who were somewhat slow with their work in entering high school grades. This scheme keeps children for a month or six weeks during the holidays and does not try to cover the first year's work until the beginning of August. They thus are delayed during the regular period for about six weeks and can afford to go more slowly during the regular school term. It has been found that by this means, the more backward or less well prepared children can tackle the second year's work of the high school with greater efficiency and less trouble.

There are also varieties of the divided period, or the Batavia plan of teaching. In this scheme two teachers are in charge of one room, one gives class instruction and the other supervises study. This scheme requires a special technique of teaching and is chiefly valuable where there are huge classes in big class rooms.

A variety of this scheme divides the teaching hour into two parts, the first being given to the lesson and the second to study.

Another variety of this is the double period consisting of two periods of forty minutes each, and carried on as in the case of the Batavia plan. Of course this is not successful in small schools.

There is also the weekly study period whereby one subject is taken for supervised study daily during the last half hour of the day. This gives five subjects an extra period of supervised study during the week.

There are numerous other varieties of this scheme, such as alternate days at teaching with days of supervised study, and dividing children into two groups in the class room and only giving occasional supervision of study during regular school hours.

Some progressive American principals have also had special printed cards or bulletins distributed to children. These cards contain directions for home study, some of them are elaborate, but some are very short and practical. These are intended to show the