

Grade A, Grade B, and Grade C Continuation Schools. Time will remove this confusion. It will not be an easy matter to apply the Amendments to candidates who have acquired some rights under former Regulations. But the Amendments show the Department of Education to be quite conscious of the difficulty and anxious to protect all candidates from hardships. On the other hand the three-year exemption clause and the institution of the Grade A certificate are a successful attempt to reward the efforts of teachers to improve their professional status. The extension of the session and the restriction of the students to the one course give opportunity to fill out the First Class course with as much Public School work as is found in the Second Class course. Finally, to compensate the student in attendance at the regular session for the restriction to one certificate, the value of that certificate has been enhanced. Principalships in schools with Fifth Classes and in graded schools of four rooms or more have become the special preserve of the First Class teacher.

Lessons on Community Life.

President Wilson has called upon the Public School of the United States to take a fresh grip of its duties under the war. Democracy has new aims to be understood and national life new problems to be solved. The attempt to conserve food and other resources reveals the "close dependence of individual on individual and nation on nation". The struggle of the social and industrial world to adjust itself to the withdrawal of men for military service and to the appearance of women in their new fields of activity throws into relief the highly complex and specialized character of modern life. The American citizen must appreciate these new conditions, and the American Public School must help him to do so and help him quickly.

To assist the schools in this duty the President has had prepared for the use of teachers and pupils an excellent series of lesson-leaflets. These may be obtained at nominal cost from the United States Food Administrator at Washington, D.C.

History of the United States in Canadian Schools.

Should our Canadian boys and girls know more about the history of the United States? Is our study of Canadian history sufficiently American in the broad sense of that term? Can we continue to ignore as much as we have in our teaching of history, the development of the great republic to our South? These questions have been prompted by the receipt of the following letter from a teacher of history in a large California High School: