

good results. In many cases it would plant an English-speaking family in a foreign settlement; where a live teacher could do much to inspire respect for English customs, laws and institutions there by assisting the assimilation of other nationalities into Canadian life and citizenship. The teacher could conduct a miniature experimental and demonstration farm. It would furnish the teacher a side line, a hobby.

We all should have some avocation apart from our chosen vocation, something in the pursuit of which our tired and often lacerated nerves will become heated and refreshed. And what more healthful recreation than that found in the garden, in God's great outdoors; free from all convention, with hand on the forms, eye on the beauties and ear to the throbs of pulsating nature, learning the secrets of growth and life?

The whole community would reap many benefits from the building of teachers' homes. Night schools could be more successfully conducted, which would be very helpful in foreign settlements. It would tend to make the school more of a community centre, where civic gatherings and social functions could be held. The premises could be kept in a better condition so that school and grounds might be a spot of beauty instead of an eyesore in the landscape.

These are some of the points, as I see them, in favor of rural teachers' residences. It seems to me it would be a good plan to build them in connection with all consolidated schools, in districts where suitable board and lodgings are difficult to obtain and in foreign settlements.

If we were to follow the example of many European countries we would go much farther than that and build them in every district. For it has long been the practice in England, Norway and Sweden, in Germany, France, Denmark and Switzerland, to provide residences for their teachers. Denmark goes still further, and by law requires that all rural teachers be provided with free homes, to be kept up and heated at public expense. In the United States it is recognized that the next big educational development to take place is the building of homes for country teachers. In the state of Wash-

ington alone there are over one hundred, in Texas more than 150. Our neighboring state of Minnesota builds one in connection with each consolidated school.

Mr. C. C. Swain, rural school commissioner of Minnesota, writes: "I am quite sure we will look upon such a house as an integral part of the consolidated school plant." Mr. A. C. Monahan, specialist in rural school administration, Washington, District of Columbia, in answer to a question writes, "I cannot say whether conditions are better in all districts where cottages have been erected, but in practically all those with which the bureau has come in contact very much better conditions prevail."

As to our own country, a few homes have been built in Manitoba; it is, perhaps, too early to draw conclusions. But, however, Mr. Stratton, our rural school commissioner, states that under his direction eight were built last year, while he contemplates the construction of thirty more during the present year. If he is present I expect he will speak for himself and will give us some very valuable information as to the results of his labors in Manitoba. At Binscarth, the trustees, acting independently of the department of education, have caused to be erected a house for their teachers. Mr. Macleod, the secretary-treasurer of that district, endorses the plan unqualifiedly, and asserts that in their case it has been one of the main factors in holding their teachers. In summary he writes, "The arrangement is quite satisfactory to the rate-payers and teachers, and we have no doubt it would prove beneficial in many other districts."

We thus find that in many European countries the teacher's home is considered an integral part of the teaching plant, in the United States it is one of the paramount educational problems, and in Manitoba where tried its merits are fully conceded.

It is not claimed that the erection of rural residences is the whole solution of the rural problem, but as it is one of the main factors, unless it is held and given its true value, the solution is hazardous, and the advancement of rural life intellectually and socially will be materially retarded.

THEORY AND PRACTICE IN TECHNICAL WORK

(By W. F. Baskerville)

Owing to the fact that one would have to be somewhat of a Solomon to deal with theory and practice in each particular branch of work, I shall attempt to show in a general way how closely they are related and perhaps suggest a means of making their teaching more effective.

As a basis of discussion it might be well to consider the aims of our educational system, and I think you will agree with me that

the accumulation of knowledge is not one of them—accumulation in the sense of a sponge soaking up water or a parrot learning new words. Educate means develop, draw out, and all the facts innumerable are worthless unless used to develop the human being along physical, intellectual or moral lines. The highest type of man differs from the brute in being able to properly make provision for the development and nourishment of his physical