

School Libraries.

(Continued from March 5th.)

If the head of every family could afford, and had the ability to select a well-chosen collection of books, there would be little necessity for public libraries. However, but few of us can do this, and in order that all may have access to the best thought of the world's great workers, public libraries become a necessity. Most cities and towns are well supplied in this respect, either by private benefaction or from public funds. Country districts have few of these advantages possessed by the large centers of population, and the writer's only aim in this article is to supply some degree of help to those interested in establishing or improving their school libraries. The suggestions offered may not meet with universal approval, but they are mainly the result of the actual experience of a country school teacher.

One great hindrance to the best work along this line is the frequent change of teachers. Many an ambitious teacher has worked hard to put a library in the school, which is soon neglected and the books lost or destroyed. The only way to make the library permanent is to get the trustees and other ratepayers interested, and perhaps the quickest way to do this is to touch their pockets. Instead of allowing every school a fixed grant, make the grant dependent on certain conditions, such as attendance, equipment of the schoolroom, condition of buildings, grounds, etc. Let a fixed amount be given each year, on condition that the school library be kept up to a state of efficiency set by the advisory board. Of course the teacher cannot do all this, but suggestions frequently made to the proper authorities might lead to the desired result. Such a question might be a profitable one for discussion at teachers' institutes. It is only by some such method that permanency and universal establishment of school libraries can be secured.

Until such time as school boards are sufficiently interested, what is the teacher to do? The first necessity is money. A school concert is one means of raising funds, and a liberal patronage is assured when the object is a good one. As to the expenditure of the money, I would advise that from the first instalment sufficient be set aside for the purchase of a proper bookcase. If you cannot afford to purchase a good one, then make one. The material will cost but little. Gentlemen will be able to make the case, while ladies can easily induce someone to make it for them. At any rate have a bookcase with lock and key, and with shelves properly numbered, on which to arrange the books in order. Then a blank book is required in which to keep a record of receipts and expenditures, names of books, and when purchased. If there is not a good dictionary in the school, get the trustees to purchase one; if this can not be done, then make it the next charge upon your library fund, as it is an absolute necessity. Perhaps there may not be much money left when you have got thus far; in any case, you have laid the right foundation.

My own experience has been that it is better that books should not be taken from school. Perhaps it would be better to modify this statement by saying that a certain section of the library should consist of books having a more or less direct relation to school work, and these should be kept in the school always. Many a library has been constantly reduced by indiscriminate lending, until nothing is left. If thought advisable, a lending library may be established also. In case this is done, I strongly advise that each borrower be required to deposit an amount sufficient to cover the loss of or damage done to any book. You may disagree with me on this point, but I am positive that it is the only way to secure the prompt return of books borrowed, and it is no great inconvenience to borrowers, who will have their deposit returned when they cease taking out books.

As to the kind of books to select, get chiefly books that give definite information; by this is meant biography, history, science, etc. Have very few novels, and of that few only works of standard authors should be chosen. Those books specially for children should be suited to their age and acquirements. There are many really good books, which, if put into the hands of children at too early an age, would give them a

distaste for reading. The paper should be of good quality, and the type large and clear. A book with poor, thin paper is more easily soiled and more likely to be accidentally torn than is one with a good quality of paper. Small, blurred type is responsible for many defects of eyesight. It also tends to get one into the injurious habit of stooping over his work. Binding should be strong and suited to stand the wear and tear of everyday use. A well-bound and well-printed book will cost originally two or three times as much as one poorly bound and printed, but will be cheaper in the end, as a child will take better care of a good book than he will of one which will come to pieces with ordinary usage.

The following list of books may be useful in suggesting to some readers suitable material for the foundation of their libraries:

For Junior Grades.—Cyrus' Readers; Carpenter's Geographical Readers; Nelson's Readers (English); Stories from English History, by H. O. Arnold-Foster; Seven Little Sisters; Cat Tails and Other Tales; Aunt Martha's Corner Cupboard; Ten Boys Who Lived on the Road from Long Ago Till Now; Fifty Famous Stories Retold, by Baldwin; Squirrels and Other Fur Bearers, by John Burroughs; Hans Brinker, or the Story of the Silver Skates; Story of Abraham Lincoln; Story of Garfield; Secrets of the Woods; School of the Woods, by W. J. Long; Black Beauty; Aesop's Fables (selected); Marquis' Stories of Canadian History; Young Folks' History of America; First Study of Plant Life, Atkinson; Robinson Crusoe; Swiss Family Robinson; Story of a Piece of Coal, by Grant Allen; Story of Columbus; Storyland of Stars.

For Senior Grades.—Romance of Canadian History; Pioneers of France in the New World; The Oregon Trail, by Parkman; Tales of Adventure and the World



MOOSOMIN PUBLIC SCHOOL.

of Ice, by Ballantyne; Nansen's Farthest North; Little Men; Little Women; Tom Brown's School Days; With Clive in India; With Wolfe in Canada; With Frederick the Great, by Henty; Scottish Chiefs; Spanish Story of the Armada, by Froude; English Seamen in the Sixteenth Century, by Froude; Black Ivory; A Tale of South Africa; Tom Sawyer; Round the World in Eighty Days; Last of the Barons; Other Suns Than Ours, by Proctor; Some Canadian Birds, by Chamberlain; Practical Agriculture; James; John Halifax, Gentleman; Old Curiosity Shop; Martin Chuzzlewit; The Talisman; Ivanhoe; Kenilworth; Tennyson's Poems; Longfellow's Poems; Pizarro, or the Conquest of Mexico; Story of the British Race, by Grant Allen; With Kitchener to Khartoum, by Stevens; Remarkable History of the Hudson's Bay Co., by Dr. Bryce; Deeds that Won the Empire; Northwest Rebellion of 1885, by Major Bolton; Life of Wellington; Life of Nelson. Winnipeg. W. J. S.

Educational Department Appreciated.

Let me congratulate the "Advocate" on the establishment of an educational department. I hope it may bridge the chasm existing between the home and the school, and bring about a closer union. The ordinary newspaper and the educational journals have tried this, but without success. If you succeed, the building up of the agricultural interests of the Province will not be your only triumph. W. S. MACKENZIE, Selkirk Elect. Dist.

A keen old curler who always appeared on the ice with a cap having useful flaps, which he pulled down over his ears, appeared one day in new head-gear. "Hullo!" said a friend, "Where's ye're auld lug-warmer?" "Ah! I've never worn it since my accident." "Accident?" "I'm very sorry to hear of it; what was it?" "A man offered me a dram, an' wi' they dashed flaps, I didna hear him!"

Methods of Study.

The subject certainly is broad enough, even when it is understood as applying only to pupils in the public school. Let us narrow it. It is not methods of teaching, but methods of study—not the teacher's work, but the pupil's work. Furthermore, it does not apply to Standard I., because pupils in this standard, and largely those in Standard II., cannot be said to study in the usual sense of the term. Certainly they can be set to find out facts in nature and custom about them, and they can accomplish small tasks of memorizing, but whatever of method applies, the rein can be drawn from what is said about the work for more advanced pupils. Our subject, then, is "How can the senior pupils in our public schools most profitably pursue their out-of-school studies?"

First of all, in order of difficulty, is the formation of the habit of study, and in this matter the pupil individually is paramount. A judicious parent stands next in influence. Many boys and girls have no "homework," unless teacher sets some definite task for to-morrow; if it is for the day after to-morrow, then it is to-morrow night's homework. To such boys and girls, homework is, at best, a necessary evil, and it altogether lacks the satisfaction which comes from true study. The pupil who enjoys history is the one who, when the Norman Conquest is under study, needs only a hint about Lytton's "Harold," to be found in a day or two full of the wonder of Hilda's magic and Harold's prowess. The reading is partly the result of the enjoyment of history, but in a greater degree the enjoyment is the result of the reading. Euclid says the square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the other two sides. The interested pupil wonders if that would be so if he measured the sides of his room and across the corner. If he measures once, he will forget never.

It is not necessary to multiply examples to gather the secret; and when it is gathered it is the old truth that when a student has done work for and by himself, he knows that work thoroughly and permanently. That is the reason our universities are proud of their extramural students, and year by year are giving more attention to that branch of their work.

This problem of teaching a student how to study for himself, is one that our schools and teachers have too much neglected. Teachers get training in methods of teaching, but they too often do not give their pupils training in methods of study. Much matter is put into a pupil's mind, but his method of acquiring more is left to develop itself—which is a crime; for most pupils in this agricultural country of ours quit school before anything like a liberal education is acquired. If they knew how to educate themselves, leaving school would be merely an incident in their education, but when they do not—But you will say that I, too, am giving you much matter and little method, so I'll drop that and take an example of method in a pupil's study. In this article I shall confine myself to one method—the topical analysis—and I can best explain that by using an example.

Suppose the student is reading up the history of the Crusades. A historical subject of this kind naturally divides itself into some such divisions as: I., Causes; II., Events; III., Results; and an analysis of that kind should be in the student's mind from the start. As he reads, these topics will become amplified and subdivided. He should read with pencil and notebook at hand. Presently he will have some such form as the following:

The Crusades—

- I. Causes:
 1. Control of Palestine by the Mohammedans.
 2. Insults to Pilgrims.
 3. Suited the religious spirit of the time.
- II. Events:
 1. Three Major Crusades:
 - (a).
 - (b).
 - (c).
 2. Establishment of the Latin Kingdom.
- III. Results:
 1. Loss of life and property.
 2. Knowledge of geography, peoples, science.
 3. Cultivation of spirit of persecution.

More study will mean further subdivision, and probably a rearrangement of some of the headings already written. A student who has made