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THE KINDERGARTEN.

—Smiles says: "Cultivate the physical exclusively, and you have an athlete or a savage; the moral only, and you have an enthusiast or a maniac; the intellect only, and you have a diseased oddity—it may be a monster. It is only by wisely training all of them together that the complete man can be found."

What can be said of a Public School system which, instead of promoting the three-fold development referred to, attempts to train the intellect alone, and only a part of that? If the physical and moral are left to chance, we might expect that the intellectual would be thoroughly cultivated. Such, however, is not the case. The ideal, the imaginative, the qualitative powers of the mind are utterly neglected in most schools. However perfect our system may be then, efforts for its improvement are more commendable than boasting of its merits, so long as we only aim to develop one half of one of the three elements of our nature at the expense of all the rest. We do not merely neglect the physical and moral, we dwarf them by unhealthful conditions, and by directing all the energies of growth in the system to the mental.

This was the great defect that Froebel so clearly saw, and which he tried to remove by founding the Kindergarten. The fundamental principles of his system, and many of his practical methods of working out these principles can be introduced into every grade of our Public and High Schools. They would form the best leaven for our entire system. In addition to directing the efforts of all teachers to the tri-une training of the growing human being, it would be a source of inspiration from which every teacher would obtain nobler ideas of his work, and of the grandness of possibility in connection with each child committed to his care.

The Public School Inspectors at their last annual meeting, agreed that the chief defect in the teachers who graduate from our Normal Schools is a lack of earnestness and enthusiasm. The surest means of remedying this grave defect would be to afford every student who attends the Normal Schools an opportunity to see and practise work in a Kindergarten.

The Ontario Teachers' Association passed a resolution last year unanimously recommending such a course, and similar resolutions have been passed by several county conventions. We hope the Minister of Education may soon take steps to supply the means for giving all teachers the privilege of becoming practically acquainted with the principles of Froebel's system.

—We have, on several occasions, had to note the success of Mr. J. H. McFaul in several departments of Public School work. It gives us much pleasure to see him appointed as Mr. Gray's successor in St. Catharines. As an Inspector of the schools of a city Mr. McFaul will have the highest opportunity for the exercise of his special talents.

WEARINESS KILLS.

It is neither work nor worry that kills the child in school; it is weariness. It is not the amount of study, but its uninterrupted duration that exhausts the nervous systems of young pupils, and renders them unfit to resist disease when it attacks them. If the wise people who indulge in extravagant denunciation of "over work," would be more practical and do two things: shorten the hours of school attendance, and improve the lighting and ventilation of school-rooms, they would do more to remove the evils resulting to the constitutions of children, than they can ever do in any other way. Unfortunately in the minds of the majority of the rate-payers, at present, there are two objections to these improvements. They are too penurious to pay for proper school-houses, and they object to shorten school hours or lengthen holidays because they think they would not be able to get the worth of their money out of the teachers. They are only able to measure the value of the teacher's services by the length of time he is occupied at work; and the desire to make him work long enough to earn his salary, out-weighs their interest in the health of their children. It is an unfortunate thing for a country, when its legislators act from similar motives. Ignorance and greed are evils in the remotest rural section; they produce their worst effects when they usurp the functions of enlightenment and progress in the halls where they should be held in check.

Teachers have a duty as well as the public in relieving their pupils from the wearying monotony of school work. This they can do, to a certain extent, by the use of good methods of teaching, by varying these methods as much as possible, by giving the pupils their proper share of the work in the process of learning, and by making school-rooms attractive by adorning them with pictures, flowers, &c.

The most perfect system for preventing the bad effects of study, whether in school or at home, is to alternate study and physical exercise. At least five minutes of every hour should be devoted to vigorous and systematic exercise by the pupils, under the direction of the teacher. If done in time to music so much the better. In the best Model School in Europe, fifteen minutes of every hour are given to the development of the physical nature of the pupils. If school hours were shortened and study hours were fairly apportioned to the training of the mental and physical powers by relieving the weariness induced by long-continued study, with recreation and exercise, there would be little danger of evil effects from over-study.

—THE law requiring the old School Boards to meet on the day after election of new members to count the votes cast, is rather inelastic, as a meeting on that day may not be possible for want of a quorum. The time should be extended by a saving clause providing for special circumstances.