

rather than the outward form,—what people and things do, or are supposed to do, rather than what they are—that is important, and he shows no concern at all that the actors in his drama are in many respects unlike the real things. For a make-believe tea-party a tin can is just as good as a tea pot, and a Teddy bear can be transformed into any character the hostess pleases, at will.

THE TEACHERS TASK

These two great instincts of curiosity and imitation, through which the child seeks to learn more of this outer world, are the fundamental sources of interest in the Beginners grade. If the teacher of Beginners wishes to hold the interest of her class, she must in some way adapt both her methods and the material of the lesson to meet the needs of the children. She must strive to awaken the curiosity of the child by her method of telling the lesson story or by the use of concrete material, and help the children to make it their own through imitation and dramatization.

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Easter with the Beginners and Primaries

By Rae Furlands

Easter time with the tiny tots is an important, interesting and beautiful season.

It is not so much what we tell, as what we do, or better still, let the children do, that will impress the little ones with the true thought of Easter.

One thing to be careful of is to see that it is *Easter*,—*resurrection*, not *death*—that we impress. Of course resurrection must be preceded by death to the old, outer form, but with very young children the thought of death should be passed over as lightly as possible until the fact of resurrection has become a living, lovely thought in the mind, then that of death will be less fearful.

True teaching cannot be hurried or forced. If you have a choice plant, you supply the necessary conditions and a little bud appears, which at the right time bursts into bloom. If you force the bud open before its time, you ruin it. With the child, the choicest of all plants, if the necessary conditions are supplied, he will develop naturally, and at the right time the results, or buds and blossoms, will appear. For this reason it is important to begin with the Easter thought early.

The words "thought" and "early" are to be emphasized:—"thought," because we should start with little impressions which lead up to it; and "early," because plant growth is slow and illustrations from nature are the

very best to make the idea a living one in the child's mind.

On the bright March days (better still in February), draw attention to them by repeating the following, or similar, lines:

"March sunshine brighter grows each day,
Telling that winter soon will pass away."

At home, plant seeds of some sort in such a way as to show the roots. They will grow in dampened sawdust and may be taken out and replaced without hurt, or on netting fastened over a glass of water, the net touching the surface of the water. Also bring indoors twigs of chestnut, lilac or fruit trees and keep in water. Do both these things at intervals of a week or more, so as to have them at different stages of growth when you are ready to take them to your class.

Each Sunday say a few words about the work going on underneath the snow blanket which is covering the earth. There are Easter songs in plenty from which you may make your selection, which will supply proper opportunities for these talks.

About four weeks before Easter, take your growing things to Sunday School, also a small plate or saucer, a piece of absorbent cotton and a small package of seed for each child. Many teachers use flax seed, as this grows easily and costs little, about six cents a pound, and half a pound is enough for a large class.

Tell the children you are going to plant a little garden. Thoroughly wet the absorbent cotton and place it on the saucer. Open a package and sprinkle the seed carefully over the cotton. Produce the one you planted last at home, which should show little shoots, and then the one before that, which, of course, is further advanced.

Tell how the dry, dead-looking seeds have awakened to a new life, or got their Easter day. Show the twigs and explain how these budded because you kept them in a warm room. When the great out-of-doors gets warmer all the twigs on all the trees will bud, or have their Easter day.

Ask the scholars if they would like to make a plate garden like yours and show the packets of seed you have for them which you will distribute at going home time. After seeing you plant some, they will know just what to do,—merely telling is not enough. Emphasize that the cotton must be kept damp, and if the plates are moved about to the sunny windows, the seed will grow more quickly.

The children may be encouraged to procure twigs and watch them, if they have access to trees. Be sure to get some cocoons, and tell how the crawling caterpillar made these wonderful nests and after their long sleep will emerge beautiful moths and butterflies.

Encourage the children to be on the lookout for the first blades of green grass, snowdrop,