

# Departmental Bulletin

## BE CAREFUL!

It appears that agents have been going up and down the province canvassing for subscriptions for a series of books on methods, representing that they are Canadian and approved by the Department of Education. Teachers and trustees are asked to be careful, to con-

sult either the Department or Inspectors before purchasing any goods of this kind peddled by agents. Books or charts or supplies so peddled may be all right, but purchasers should have more than an agent's word for it.

## OCCUPATIONS FOR SCHOOL CHILDREN

By W. A. M.

In last issue of the Journal it was pointed out that there is a great difference in the educational value of a series of detached lessons, and the pursuit of an occupation. As David Grayson says, "There is more education in the care of a horse or cow than in attendance at school." These are not the exact words but they set forth his idea.

One of the cares of parents and teachers should be to get occupations for their children. This is the most difficult of all problems in the city, but the easiest of all problems in the country. This is one of the main reasons why the country is to be preferred to the city. It is probably partly because country children have steady occupations that they develop qualities rarely found in children of a crowded city.

The occupations of childhood that give the greatest educational return follow their instinctive leanings. Joseph Lee says these instincts are seven in number—the instincts of maker, nurturer, scientist, hunter, fighter, artist, citizen. This may be an incomplete list, but it is suggestive. It is not difficult to get occupations that provide opportunity for the play of these instincts. Here is a list which may be indefinitely extended:

1. Making.—Articles of use and beauty, in clay, wood, iron, cotton, linen, wool, raffia, rattan, paper, cardboard, birch bark, reeds, cones, seeds.

This leads to use of tools, through the use of which there is education of hand and eye. Two particular forms of making are related to home life of girls—sewing and cooking.

2. Hunting.—This suggests snaring, collecting, finding flowers, trees, shrubs, cocoons, weeds, rocks, and the like. Naturally this leads to exploring, and to much that is connected with Boy Scout work.

3. Fighting.—Here there is a suggestion for organized play in all its useful forms, and to all competitions of a friendly nature.

4. Nurture.—This suggests care of pets and of plants, planting of seeds, care of gardens, dressing and playing with dolls, organization of little mothers' clubs, cooking classes, etc.

5. Scientific investigation. — This suggests clubs for study of botany, insect life, animal life. It also suggests work with machinery of all kinds, with electrical appliances and the like.

6. Art.—Here there is a field which includes drawing, painting, dyeing, moulding, weaving, sewing, decoration of all kinds, as related to making. It also includes acting and all forms of mimicry and musical expression.

7. Citizenship.—Here pupils may seriously be concerned themselves with self-governed organizations, both in and out of school. It may lead to the printing of a paper.