

A school superintendent where 30 teachers were employed, labored unceasingly to increase the scholarship, holding examinations every month; prizes were offered and yet neither he nor his patrons were satisfied. His successor was a man of a different stamp. One of the teachers expressed it by saying, "He wants us to educate them into freedom." This is the idea Froebel has worked out; not only *into* freedom, but *under* freedom. A company of children drilled as soldiers are may keep the nature they enter school with, but will not take on a higher one. When Mr. Page sat before his class of normal pupils this subject came up and he proposed this question: What influences you to a desire to work for others? Many answers were given. One of that group said, "I had been to school without any impression being made, until one day, having been rude, the

teacher talked to me pleasantly and gravely about it being as much my duty to set an example of good breeding in the school as it was hers: she insisted I must think of others. It made an ineffaceable impression that has not passed away! I feel it yet." Mr. Page commented on the work of this teacher with unusual feeling and force.

It may be thought that the class of teachers here typified will not succeed in securing a foundation of knowledge; but this is a mistake. The better the world is the more does it want to know. It is Christianity that demands education. The teacher with right aims is one who obtains deep scholarship. The art of teaching is to carry the pupil from lower to higher lines of thought and action. Intellect and character must be united; not one, but both.—*The School Journal N. Y.*

### THE USES OF FACTS AND FICTION IN THE EARLY EDUCATION OF THE YOUNG.\*

AS my subject may seem at first sight a somewhat large one, I hasten to assure you that I do not intend to deal with it in its entirety. The uses of fact in education are so numerous and so varied that their complete treatment alone would require a whole course of pedagogy. It is plain, therefore, that this part of my subject can be dealt with, on the present occasion only in its general aspect. On the other hand—by which I mean whatever is not a reproduction of what actually is or has been—are comparatively so much less numerous and varied that I hope, in addition to speaking of their general nature and value, to

pass on to some of the details of their application to practice. My special aim will be to show that, even if the fiction be purely imaginative, it is quite unnecessary to exclude it from education, as Herbert Spencer and others, and Bain to some extent, practically do; and, more, that to do so is unsound in pedagogic principle, since this deprives the child of a natural and useful means of exercise. Herbert Spencer, as you know, though assuring us that he sets a high value on poetry and art and the æsthetic emotions, practically relegates the cultivation of them to the Greek Kalends. "When," he says, "the forces of Nature have been fully conquered to man's use; when the means of production have been brought to perfect

\* A paper read by Mr. H. Courthope Bowen, M.A., at the Meeting of the College of Preceptors, on the 18th March, 1896.