

lines such as the following when read in the proper environment:

"This is the forest primeval, The murmuring pines and hemlocks, Bearded with moss, and in garments green, indistinct in the twilight, Stand like Druids of old, with voices sad and prophetic, Stand like harpers hoar, with beards that rest on their bosoms. Loud from its rocky caverns, the deep-voiced neighboring ocean Speaks, and in accents disconsolate answers the wail of the forest."

Simile is almost the very soul of poetry. Its effectiveness depends on how vivid to the reader are the natural facts, appearances or attributes which form the basis of the similitude.

Take the following, as an instance: "Men whose lives glided on like rivers that water the woodlands. Darkened by shadows of earth, but reflecting an image of heaven." To you or to me who have spent most of your lives in the open, these words are perfectly clear and subtly appealing. To others they mean nothing, and it is as futile to dissect and analyze a poetic gem as to explain a joke.

That brings me to the subject of reading and literature. As I have stated before, primary reading, as at present taught in our public schools is a great success. But when once the phonics have been learned and word recognition made easy, the function of true reading begins. And it is here where a vast improvement is possible. At present the child reads both too much and too little. Too much that is uninteresting and therefore deadening in its effects; too little that is interesting and inspiring. When once children acquire the mechanical power to read, no compulsion is necessary to get them to use that power. They are eager to read and a single book, called a reader, along with, in recent years, one or more supplementary books, also called readers, are given the child to read as a task. Now why should they be given as a task? Why not as a privilege, or a reward, or as a matter of course, as you would give the child its dinner? Some parents may be found who are foolish enough to force food on their children which is repugnant to them. Many teachers may be found who do the same thing with regard to reading. In either case harm results to the child.

Now reading under the New Education would be of a different type. The children would read what they liked, within certain limits. It would be the business of the state to see that an abundance of good and interesting reading were available. In the public school I would not insist on the child using a single text book, as such. I would not exercise him on the contents of any book. Formal history would be eliminated. When old enough to desire and appreciate them he should read Harold, Hereward the Wake, Ivanhoe, The White Company, Henry Esmond, Charles O'Malley, the Young Fur Traders, The Forge in the Forest, a Sister to Evangeline, and other historical tales. Not until he entered high school would the pupil make an analytical study of a textbook. As regards Literature I do not think there is any question that an analytical study of a work like Scott's Lady of the Lake is a detriment to the child. I should like to know of any known instance where such intensive study of literature in the public schools has given a pupil a taste

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for poetry, or increased his appreciation of it. I very much doubt if any such case can be found. But I do believe that if these children were brought up in the open, as Nature intended they should be, and were well grounded by their own observations, in the basic facts of Nature, when they came to study poetry deliberately and intensively in the High School, they would have a fund of knowledge, a cultivation of mind and emotions, which are absolutely essential to the appreciation of good literature.

There is one real difficulty in connection with the inauguration of this new system of education, the finding of teachers qualified to handle classes under the new conditions. This makes it impossible to break away from the old system except by degrees. The first step towards the inauguration of outdoor schools would be the establishment of an outdoor Normal School in connection with an outdoor model school. Such a Normal School training should extend over at least two years. In the course of a decade the old-fashioned dominance or domineering would be a thing of the past.

How are we to know men? There is no better way than that laid down in the Bible "By their works ye shall know them." By this standard gauge the products of our educational system, when it has done its best, placed its seal upon its finished work—the University graduate, or post-graduate, if you like. He may be accomplished in many abstruse subjects, he may be able to measure the distance of stars and tell their weight, calculate their orbits, he may know the alleged facts of history from the earliest record down to the last government blue-book; he may speak fluently two or three modern languages, and read as many dead ones; he may be familiar with the thoughts of every great sociologist from Plato to Lydia Pankhurst; he may be able to quote passages from all our great poets from Caedmon to Kipling. If he is a graduate in Arts, does he know art? Art in the truest and finest sense of the word is not taught in our universities. Can he discuss pictures? Does he know a good painting from a bad one? Can he readily appreciate them? Must he not first know the reputation of the artist before he dare pass judgment. You know that he has never been trained in the aesthetics of Nature. Glorious pictures may greet his eyes, in the landscape, in the street, he does not see them. He has had no training in Art. It never touches

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