

POINT.

From the line the next step is the Point. A variety of things may be used to represent the Point—beans, split-peas, heads, small sea shells, popcorn, etc. One of any of these things is given to each of the children, which they naturally examine with more or less curiosity to know where it came from and all about it; thus they learn many useful lessons, and take more pleasure in working with it. When ready for work, each child is given a handful of the material; they place them one at a time on the intersection of the lines on the table, and work either from dictation or according to their own fancy, developing either a form of Life, Knowledge, or Beauty. The children take the greatest delight in this work, and often want to continue it much longer than the time allotted permits.

Why Frederick Froebel called the material for this part of the work of the Kindergarten "Gifts" is not known. Some Kindergartners make no distinction between the Gifts and the Occupations, but call all the work of the Kindergarten Gifts. Those who have received the most thorough training in Germany, and have had the most experience in teaching the system, make this distinction. Lest I weary the patience of my readers, I will leave the Occupations of the Kindergarten for a future occasion.

ROUTINE.

One of the important duties of teachers is to avoid falling into a rut of formal routine. This is hurtful both to themselves and to the children. To themselves because it leads them into a habit of lifeless teaching certain to be ultimately fatal to their success; to the children, because it leads them to think that their study has no purpose beyond enabling them to go through their recitations creditably. Children are very prone to fall into the idea that they only study to recite. So many words to be learned from the textbook, and held in mind long enough to be repeated, and that is all, they fancy, that need be expected of them. But the true, conscientious teacher knows that his pupils can make no true progress until he has taught them to study the subject as well as the book. And he knows that to do this effectively he himself must work independently of the book, using it simply as an instrument to aid him, not as a crutch absolutely needed to enable him to walk. The routine teacher is always bound to his book, and without it is like the lame man without his crutch; or, perhaps, to alter the simile, like a vessel without a rudder; for he makes no progress, though he may seem to be advancing. The avoidance of routine is quite essential to true progress in teaching. The children must be taught the practical value of the lessons they are learning; taught that they learn in order to become wiser and better men and women, not merely for the sake of getting over each day's recitation. To accomplish this the teacher must give instruction by topics rather than by the strict order of the book, and himself labor diligently to acquire, for his own use, all the knowledge he can find outside of the book. Every new idea will aid in making the recitation interesting, which is a great help. A routine recitation is always dull.

—*Normal Worker.*

THE RELATION OF EDUCATION TO WEALTH AND PAUPERISM.

As civilization advances, the apparatus and operations of everyday life are becoming more and more complicated, and existence more and more expensive, on account of the constantly increasing and multiplying wants of humanity. To-day even the rudest and simplest occupation—farming—is carried on chiefly by machinery.

A farm laborer of a hundred years ago, if suddenly dropped down upon a modern farm on a western prairie, could scarcely understand anything that is going on.

Even the plows, the harrows, the cultivators, the drillers, the sowers, the hoeing machines, the mowers, the reapers, the headers, the threshers, the winnowers, the very wagons and carts and harnesses, would each and all be a mystery to him; to say nothing of the more complicated appliances and the scientific processes required to convert the raw products of the field into food, clothing, and shelter. The treatment of the soil, the rotation of crops, the method of preserving and utilizing and marketing the harvests to advantage, all require knowledge.

If this is true of farming, it is still more true of every other department of human industry.—*Dexter A. Hawkins.*

A METHOD OF TEACHING TRUTHFULNESS.

BY M. R. O.

That there is in the mind of every pupil a greater or less resistance to evil tendencies, I thoroughly believe; yet before the teacher can render successful aid to this resistance she must understand the mental condition which makes temptation possible. Fear of consequences simply postponed the gratification of a propensity; it does not divert or strengthen the will. Satan first inclines the mind, then fortifies it with reasons, and I merely give him his dues when I add that he is a very active educator.

We cannot do better than to adapt a method so successfully misapplied to our own uses. I shall not soon forget the sudden gleam of intelligence upon the face of a little fellow, ten years of age, whom I had occasion to reprimand for an attempt to copy from a neighbor's slate, when he saw his act in its true light. After some little talk, in which he acknowledged that he could not learn by copying, I asked, "What do you suppose I gave you that question for, Henry—the answer?"

"I always thought that it was the answer you wanted," he replied.

"There you make a great mistake. The answer is of no consequence to me at all if you do not comprehend it. The example was given that I might see whether you could reason it out or not. Instead of showing me that you understand it, you bring to me Johnny H.'s work, which only proves that Johnny understands the example, if you do not. Now who is going to tell me whether Henry understands or not, if he takes care of his neighbor and neglects himself?"

TRAINING vs. TELLING.

In intellectual teaching, a child may commit to memory the whole rules of English or Latin grammar, and may be able to repeat every example and answer every query contained in the book itself, thoroughly and correctly; and thus far he shows the extent of his instruction or teaching. The child is only under training, however, when he is put to the work of applying these rules to the formation of a sentence in speaking or writing; and it is evident that a person well taught in the rules may be exceedingly ill-trained, or not trained at all, to the practice of speaking or writing grammatically. Ere the child, therefore, is a trained grammarian, his mind must be made to bear upon the subject—he must understand it, and actually apply for himself the rules of speaking and writing correctly.—*David Stow.*

See our special offer for "Canada School Journal" for 1884.