

TEACHING THE WAR.

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An article in *School and Society* under the above heading shows the interest taken in the subject among teachers in the United States. In some cities, it appears, they spend from ten to thirty minutes daily teaching the war in the high school grades, though from twenty minutes to an hour a week is more common. One extremist thinks that their schools should teach nothing else until the war is over; while others are opposed to it, the school authorities in at least two cities forbidding all allusion to it, and even dropping all lessons in European geography and history for the time.

We need not pursue the arguments for and against teaching the war in the schools of a neutral country. Here there should be a much deeper interest in its events, and stronger reasons for following them day by day or week by week in the schoolroom. It is our war. Our children are and should be intensely interested in its origin, its progress, and its possible results. Our problems are not whether to teach the subject or not to teach it, but how to approach it, and how much time to give to it in view of the fact that it will not count directly in the results of our final examinations. Every teacher or superintendent who has the responsibility of making a time-table must solve these problems for himself.

Some teachers reserve their most interesting subjects for Friday afternoon, when the regular tasks of the week have wearied the pupils, and the flagging attention needs to be revived. To these the war will furnish topics of most absorbing interest; and some part of that session might well be devoted to summing up the war news of the week. For this purpose, it is suggested that there be a division of the class, each section charged with one division of the subject, it might be with one territorial division of the war zone. One leader or group, for instance, might give special attention to the particular geography of Flanders; know something of the people, their history and their industries; learn what troops are there engaged; follow their movements; collect and care for the maps and pictures needed; look up the pronunciation of proper names; and learn as much as possible of the significance of events

in that region. Another group, perhaps, would take the highlands to the Eastward, and the valley of the Meuse; another, East Prussia and Russian Poland; another, Galicia, the Carpathians and the plains of Hungary; another, the Balkans and the shores of the Adriatic; another, Constantinople and its surroundings; another, the North Sea and English Channel. The information obtained by each section would be discussed before the whole class; and it would remain for the teacher, or for the class as a whole, to determine each week which brought material of the greatest value and described events of the greatest importance.

At other times in the week, the teacher would find occasion for lessons on the general situation; why Germany, Austria and Russia feel shut in, what they want, what other interests are opposed to theirs, the story of Constantinople, the story of the partition of Poland, of the rise of the Russian Empire or of the German Empire, of other events in the history of Europe that bear upon the causes and the issues of the war; lessons on the racial problems, on the forms of government and the conditions of the people in the different countries, on the value of railways and canals in war and in commerce, on the effects of the war upon trade and industry in the belligerent countries and elsewhere. This is by no means an exhaustive list. There are other topics which come within the comprehension of high school pupils, and can be easily brought within the range of their awakened interest at this time, to their permanent advantage.

Perhaps the first thing which most classes need to learn is that we are not called upon to hate and vilify the Germans; but to fight them, and to protect ourselves and our allies and the smaller neutral nations from German domination. The larger neutral nations, if they wish to keep out of the struggle now, may protect themselves later, if Germany should win now for want of their help to oppose her.

Most Germans firmly believe that the German race and character, German laws, and German organization and efficiency, are superior to any other. Though they hate us as their greatest rivals, we can hardly blame them for wishing to extend what they consider the blessings of German rule. If we still prefer our own form of