

mation against him which they will publish in their little mud-scow monthly unless he withdraws his opposition to their School Readers. O Impudence, thy name is — Co. (Limited) I—Editor.]

NORTHPORT, MICH., Oct. 8th, 1883.

To the Editor of the Canada School Journal :

Permit me to say a word in answer to a statement found in your paper of September. It was stated by a member of the Ontario Teachers' Association that the average daily percentage of attendance of pupils in the United States was higher than in Ontario. This is true from various reasons. 1st. Because the school terms are short and school is held only while the largest number can attend about six or eight months in the year. 2nd. Teachers take much pains to secure regularity, by the granting of prizes and reporting in county papers the names of pupils regular in attendance, perfect in deportment and recitations. Although teachers are not as well qualified as a rule in the United States as in Ontario, they are alive, read school journals, pursue a regular course of study, and strive to improve. It is as difficult to obtain a 3rd grade certificate in Ontario as a 1st in many States, yet the schools are not quite in that ratio so far as education and progress is concerned. Why cannot Ontario support a weekly school journal? Surely there are live teachers enough for that. Now I would suggest that Examining Boards give this subject more thought, and urge upon teachers the necessity of reading much upon the subject of Theory and Practice of Teaching. It is not enough that a man have a strong and well-trained mind. It should be centred upon his particular line of work. I am aware that many teachers there take no school journal. It is the law in many counties in the State of Michigan that a teacher cannot receive a certificate unless he reads an educational paper. Again, there should be a township organization of teachers, where the parents, pupils, and teachers meet to discuss educational matters. I believe that Ontario, with her well equipped army of teachers, could in this way arouse such an interest as would place her schools still further ahead of anything in the world to-day. She is second to none now.

Yours respectfully,

SAMUEL WARWICK,

Teacher, Northport, Mich.

[We heartily commend the above thoughtful letter, and invite our esteemed correspondent to furnish us with further particulars regarding U. S. schools.—EDITOR.]

NO RECESS —The question now exercising the mind of teachers and school officers in some sections of our country is, "Shall we grant recess or not?" We say grant recess and give pupils fresh air and a run of a few minutes and they will study so much the better for it. The argument against recess is that the children will become demoralized by contact with one another. True, morally and ethically a few may suffer, but all will gain physically; and sooner or later those pure ones will come in contact with the rude world anyway, and what matter whether a few days sooner or later? Again, the chances in most communities, unless they are totally depraved, should be on the side of moral gain for those whose home training and influence are of such a nature as to need strengthening in that direction. Time granted for recess is not lost by any means.

The Albany Times speaks of the two great evils of American schools, overcrowding and overteaching, and makes the following suggestive statement: "It is a fact which Americans may as well acknowledge, first at last, that their educational system contains some radical defects. Our school children are far from strong, mentally and physically, and the education given is often far from practical. Any well-considered plans to improve the system by remedying these defects should meet with careful consideration."

As each generation comes into the world devoid of knowledge, its first duty is to obtain possession of the stores already amassed. It must overtake its predecessors before it can pass them.—Horace Mann.

## Special Articles.

### THE KINDERGARTEN.\*

(Continued from last month.)

#### FORMS OF BEAUTY.

The Forms of Beauty are developed by placing the four cubes exactly on the squares of the table and the four other blocks in the middle, one on the right, one on the left, one at the top, one at the bottom, moving each one-half inch at a time, always observing the law of opposites, each movement developing a symmetrical figure, until we come back to the original form. A great variety of forms may be made by beginning with a different ground form, working always according to the law of opposites.

#### FORMS OF LIFE.

The Forms of Life are those which represent the things seen in the daily life of the children—houses, chairs, tables, churches, boats, etc. Their first desire is to pile up the forms as high as possible and then demolish them. We gratify them by allowing them to pile them up and teach them to take them down one block at a time. The natural impulse is to destroy and scatter; they must be taught not to destroy, but to construct one form out of another.

Children may learn much of practical everyday life by means of these Gifts; for example, making an oven out of the cube. The first thing that presents itself is how a fire should be made, then each child selects something to be cooked for dinner, either meat, vegetable, or dessert; how they should be prepared and cooked may be explained, of course one or two things at a time. The dinner cooked, tables and chairs are required, and must be developed from the oven. A table and two chairs are made; joining the table and chairs we have a bed, from the bed we develop a hat, from the hat a cross, from the cross the cube.

Children do not learn this at once, it is a lesson that must be oft repeated, but with time and patience they learn to develop one form out of another, and to see the beauty of order and development.

These give employment to their natural activities, and their ingenuity and invention are brought out and cultivated by constructing other forms from the same material, not by knocking the structure down and reconstructing, but developing one form out of another, beginning always with the most simple forms, and proceeding, step by step, to the more difficult ones.

Through these forms the love of the beautiful is cultivated; and that beauty is the result of order and harmony is most clearly set before the children. They train the eye to see quickly and distinctly, the hand to work carefully, and the feelings to reject everything that is untidy or inharmonious.

The inner perception and intelligence grow brighter and clearer as the eye is cultivated, to see and appreciate the beautiful.

Through its divisions the Third Gift enables the child to arrive after the comprehensions both of external appearances and inner conditions; it leads from the conception of a simple unit to the elements of which it is composed, and thus prepares the way for rational analysis.

This analysis or division of the cubes into parts is followed either by forming the parts again into the original whole, or by creating with these given parts a newly shaped whole, thus ending as should every analysis in synthesis.

In accordance with this development the child will vary the forms, and will find them infinite in variety; the power of repre-

\* Read before the Lennox and Addington Teachers' Association, by Miss Emma Robertson, Kindergarten.