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# EDUCATIONAL JOURNAL

## OF WESTERN CANADA.

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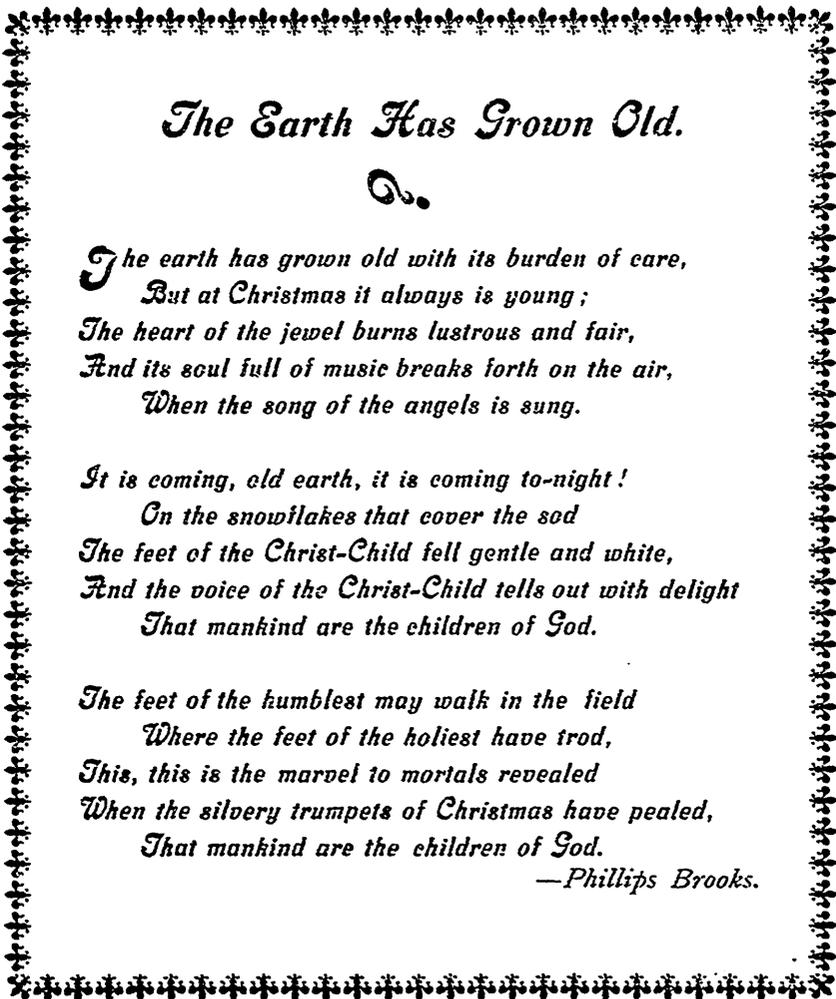
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### *The Earth Has Grown Old.*



*The earth has grown old with its burden of care,  
But at Christmas it always is young;  
The heart of the jewel burns lustrous and fair,  
And its soul full of music breaks forth on the air,  
When the song of the angels is sung.*

*It is coming, old earth, it is coming to-night!  
On the snowflakes that cover the sod  
The feet of the Christ-Child fell gentle and white,  
And the voice of the Christ-Child tells out with delight  
That mankind are the children of God.*

*The feet of the humblest may walk in the field  
Where the feet of the holiest have trod,  
This, this is the marvel to mortals revealed  
When the silvery trumpets of Christmas have pealed,  
That mankind are the children of God.*

*—Phillips Brooks.*

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# EDUCATIONAL JOURNAL

OF WESTERN CANADA.

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## Contributions.

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Replies to contributions will be welcome.

### ART EDUCATION.

Jessie P. Semple, Supervisor of Drawing, Toronto.

Much has been said and written about the "New Education" and there are still doubters as to its advantages. Art education in our schools can, perhaps, show the tendency of the movement better than any other individual subject. Its results are visible and represent powers immediately useful as means of expression and far reaching in their influence on life and character.

Modern educators aim at developing the self-hood of the child. This self-hood is developed mainly through the exercise of the imagination. We must realize that controlled imagination is at the foundation of all progress. Planning is the imaging of what is to be. Executive ability is dwarfed by lack of encouragement or opportunity to carry out self-made plans and a *dreamer* not a *doer* is the result. The growth of the individual, or rather, the growth of the self-hood of the individual, may be measured by the actions resulting from these self-made plans.

We all know what drawing in the old days meant;—examples set in books and laboriously copied with whatever degree of accuracy the pupils could acquire. Drawing from the object was rarely practised and when it was most uninteresting things were presented. What child yearned to represent wooden vases, waterpails, kitchen tables and chairs? Yet these were the things most frequently used. In the senior classes geometry and perspective were taught but the pupils did not discover rules through their own observation. Drawing courses were planned to enable the pupils to attain mechanical accuracy in each step of the work as it progressed. Little or no attention was given to the development of good taste. Even the size and placing of a drawing on a page depended more on chance or convenience than on any prearranged plan to secure beauty of composition.

All this is changed. It was our knowledge of the child that led to the change and the change has led to a still greater knowledge of the child. Who can measure the amount of knowledge a child has through observation before coming to school at all? And yet he was not presented with eye problems systematically arranged. His environment was full of new things, which he unconsciously compared and individualized. It was his interest, either through liking or aversion, that impelled him. We are still in the early stages of the movement; but, already, its influence is seen and felt. Interest in a subject is a measure of its importance as an educational factor. We learn through our

interests. No subject on the curriculum is now better liked by the pupils than drawing. It is a pleasure not a task, not something learned to-day to be forgotten to-morrow but a gradual growth of power ready for use at any time. Test the result of interest even on mechanical accuracy. Let one half of a junior class draw circles and the other half bicycles—or better still anything they like having wheels—girls might like to draw doll-carriages. Which will be better drawn, the circle or the rim of the wheel? And yet according to old systems there would have been many weary tasks between the drawing of the circle and that of the bicycle. Of course the drawing of the wheel may be very inaccurate but greater accuracy will come with increased power of observation.

Modern drawing courses are arranged to train the pupils in observation, imagination, expression and good taste. Books are planned so that the three divisions of the work itself—representation, decoration and construction—are closely interrelated. The thoughtful teacher, however, will realize that the work cannot always be taken page by page as it is planned in books. Seasons and opportunities must modify this general plan. For example, grasses, sedges, fruits, leaves, etc., belong naturally to the fall; models, objects, historic ornament and constructive work to the winter; while the first peeping bud of the pussy-willow will call the children back to nature work again. Designing, too, is best taught when nature is most profuse in supplying motives.

A cursory examination of an exhibition of pupils' work will discover evidences of increasing power as the work advances from the primary to senior grades but may not discover the underlying system that has developed that power. A little child in the first primary grade has drawn a drum or a toy pail, while a pupil in one of the upper grades has drawn a tumbler containing water, surely the principles of drawing are the same in both. Certainly, but the little child has drawn just as he saw the object without knowing that principles exist, while the older pupil has drawn with a full knowledge that principles do exist because he has discovered them for himself gradually on his way up from the primary grade. His observation has grown and he sees more accurately.

Let us see how the power of observation is gradually developed. We draw from nature in the fall and she furnishes us with beautiful examples of graceful curvature, sturdy growth and delightful color; giving us rich motives for composition and design. This might lead to vagueness, as inaccuracies in drawing may readily be confused with accidents of growth: but with the coming of winter we leave nature work for the drawing of the more mechanically accurate models and manufactured objects; consequently we return to nature drawing in the spring with observation trained to more accuracy and our results are better. Again, a junior class is required to draw from some interesting cubical object. If the pupils discover that the upper surface of the object appears narrower than it really is, even though their ideas of the proportions may be far from correct, they have made a start in observation. In a higher grade a similar object is presented and they discover, by holding the pencil in a vertical position between them and the object that the receding, horizontal edges of the object converge, though they may not rightly estimate the amount of convergence. Later they discover that these edges converge towards a point on a level with the eye, and finally, by the use of pencil-measurement, they accurately gauge the amount of foreshortening and convergence.

Some pupils fall into the habit of drawing preconceived ideas of the objects presented rather than what they really see. Quick sketches of the object,

placed at various heights and in different positions, will overcome this habit and the effort to express what they see will lead to clearer seeing.

Imagination is trained in all departments of the work. Planning the size and placing of a drawing on a page is seeing it there in imagination and the carrying out of even this planning trains executive ability. Much is lost when a teacher tells a pupil how a drawing should be placed even though the result on paper may be better. We are training for the development of the child not for the result on paper.

Imaginative drawing itself has its stages of growth, that largely depend on the development of the pupils along other lines. In order to express thoughts and feelings they must first think and feel. Accuracy of expression will increase as imaging power is strengthened by object and memory drawing. Illustrative drawings should not be looked upon as merely interesting or amusing in themselves. They are guide posts showing the way the pupils are going and should be to us a criticism of our own teaching as well as an indication of the progress of the pupils.

Expression in its narrower application means the same thing in drawing that it does in speech or music. Tone and emphasis, principality and subordination are akin in all. The pupils of to-day know that the hard mechanical quality of line, so common in the old style of drawing, may express strength but it is not strength it is power to control that strength that is needed, and, therefore, he strives to acquire facility in drawing, at will, a soft gray line or a heavier one, having learned that texture and emphasis, principality and subordination are expressed by quality of line.

But observation, imagination and expression are not all the powers developed by art education. Training in good taste is even of greater importance than any of these. Good taste is the "hall-mark" of culture. Go into the homes of our land and note the evidences of bad taste. Certainly these evidences are neither so many nor so marked as they were twenty years ago. Fashion and not beauty still rules, but good taste is gradually bringing these nearer together. We know the influence of environment. It will mean much if our pupils are trained to appreciate the difference between the beautiful and the commonplace. Conscious appreciation of beauty has an uplifting power in the development of character. Art begins in selection, so from the very beginning this should be a prominent feature in the work. The pupils should, as far as possible, select the objects to be drawn. Common way-side things are, to them, no longer weeds. The drawing and coloring of grasses, sedges and all the many wild flowers lead them to see beauty in common things. Not only does the interest in the work lead to better expression but the search for objects to draw enlarges their field of interests enriching life itself. When the objects have been selected they must be placed in beautiful positions and, finally, the drawing must be composed or arranged on the paper, so that taste, good or bad, is expressed in the result. The tendency of the pupils is to give greater attention to observation and expression, in order that the beauty of the whole, as they conceive it, is not marred.

In the group work, objects must be selected that are naturally associated with one another. Harmony of form is as important as harmony of color. This work will probably have its effect in banishing incongruous arrangements of things in both school and home.

Much interest is added to the work by the use of color especially in nature work and in design, the one naturally leading to the other. Color scales are made from the colors found in leaves, flowers, insects, shells, etc., and color harmonies are selected from these scales and used in design. Color perception and feeling for harmonies grow with surprising rapidity under favorable conditions. School rooms have become more inviting, ordinary necessary things are kept more tidy, blackboards no longer offend with glaring contrasts of color, flower vases are not improvised from broken jugs or discarded bottles. The arrangement of the flowers is the work of dainty little fingers that lovingly render their services. The children are interested in their school rooms and consequently more interested in the work done there.

The influence of this art spirit has been carried forth by the children, and has been one of the principal incentives in the establishment of school Art Leagues, home and school working together on this common ground for the good of both.

Picture study should be a department of the work. Reproductions of masterpieces of art are so cheap and so easily obtained that few classes need be without them, indeed, some of the drawing books obtain such reproductions. These pictures should stand in the same relationship to art study that classics in literature do to the study of language.

In the general division of the work construction drawing is one of the departments. It must not be thought because the work here is necessarily mechanical, that there is small chance for growth of imagination or good taste. This work is *definitely* imaginative. Working drawings must definitely foreshow the article planned or they are of no use. Constructive design, too, is inventive and inventions are first imagined.

Good taste is developed not only in the size and placing of the drawing on the paper but also in the mind's picture of the finished result. The same principles—harmony of line, proportion and space relations—underlie both the designing of the commonest kitchen utensil and the masterpiece of a great artist and so though construction drawing is very different, nothing learned in the other departments of art work is lost in this, and the whole three—representation, decoration and construction—round out the thought contained in "Art Education."

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## A PLEA FOR THE TEACHING OF CIVICS.

By W. N. Finlay, B. A. Brandon.

Much attention is being given in these days to inculcating in the child the spirit of patriotism, love of country and devotion to the flag; and it is well. But before our efforts along these lines can be permanently successful we must have given to the child some definite idea of his "country," of what it stands for, and what it really means to him, of what the flag typifies and what duties belong to every citizen. In order that ideas of authority, obedience, law, etc., may be expanded and clarified I would teach "Civics," or the principles of civil government in our public schools—As the real work in any school is the formation of character, fitting pupils for the business and struggles of life in such a manner that they may become useful members of society. I would teach those principles and habits that will secure individual

welfare and promote the well-being of others. Especially is there a necessity as it appears to me, for the inculcation of the idea of service to one's country—that one lives to aid the country that has done so much for him. Special pains need be taken to show how everyone is constantly receiving something from the state and that he therefore is always debtor to the state. The true meaning of taxes should be set forth in such a way that everyone could understand that they were simply one of the ways in which a person's indebtedness to the state may be discharged, that jury duty and military service are other means for doing the same thing; that even the holding of office is primarily a rendering-of-service to the state and not as it is so often deemed, an opportunity to get something from the state.

Now if we could begin in the higher grades of the public school a course of instruction largely devoted to a simple presentation of method of the organization of our government, the duties of the various offices, what constitutes the life of the state and how that life is sustained, also what each one owes to the government, I believe seed would be sown which would spring up and bear fruit many fold in a purer exercise of the powers and duties of citizenship. It is certain that the relationship of the individual to the state would come to be more clearly and accurately defined; that the notion of "giving to" the state would largely supersede that of getting from the state.

In Civics as in other studies it is desirable to pass from the simple to the complex, from the concrete to the abstract, from what is near and of immediate concern to what is distant and of remote concern. We should begin with such forms and germs of government as are closest at hand. It is profitable to study government as illustrated in the family, in the school and in any other enterprise that requires leadership and concert of action. A good teacher can draw analogies between the law of the family, the social unit, thus leading up to the law of the land.

From the very sports of boys and girls, primary ideas about government can be developed; for example—question the boys about their football team. Is there any kind of leadership? Where does the right to control it come from? Why should there be any control? How was the captain chosen? Has any boy a right to the position? How are the running expenses provided for? Is there any disagreement on the best methods of running the club? etc. Here we have the ideas of the source, nature and object of government, of taxation, political parties, etc.

It is surely possible to teach children before they leave the public school the difference between "public spirit" and "party" spirit, and the relation which citizens in a free country bear to the government—municipal, provincial and federal; that government in these three forms is at once the master and the servant of the people. As our master it must be obeyed, even though we may not believe all the laws of the land to be wise and just, but so long as they are laws we must respect and obey them. As our servants the municipal, provincial and federal government must be watched and checked; unjust laws must be opposed by all legitimate means, unworthy members of the city council, local legislature, etc, should be replaced by better men. The reciprocal rights and duties of the governing and governed should be taught—pupils should be imbued with the spirit of good citizenship.

Let it be earnestly impressed upon every scholar's mind that he is a citizen—every boy, every girl is a citizen—good citizenship begins when manly boyhood and womanly girlhood begins; it is not simply voting right, it is doing right whether one is a man or woman, boy or girl, in and toward all institutions that make up society. The school is an arena for the exercise of good citizenship, the playground is another. The boy should be taught that he is in the thick of life now, that there are relatively

as serious problems for his youth as he is likely to have for his manhood ; that he is in duty bound to contribute to public opinion now in ways that shall tax his young strength as severely as his maturer strength is likely to be taxed in a grander field; that if he is ever to show the virility and graces of high citizenship the beginning must be made now. Let us call it "Training in Citizenship" not "Training for Citizenship" and if "Training in Citizenship" should he not know something of the laws and government under which he must act?

The study of civics, while it has something in common with history, has in a certain way a marked advantage over it ; for history belongs to the past but civics to the present, the former deals with the remote the latter with the near, the issues of the one are dead, of the other living, history is made and done, civics is history in the making, you go to books for the one, you find the other at every turn.

As the object of this study is to give the children a knowledge of the laws by which they are governed, and while I am aware that this work is partly done in the history classes yet I think the introduction of civil government into our schools as a specific study would be advisable. The fact that comparatively so few of our young citizens approach the ballot box intelligently is a constant menace to our institutions, and the control of the government gravitates out of the hands of the people, where it belongs, into the hands of professional politicians. Let the coming voters be taught how our officers are elected, who are eligible, how our laws are made, who execute them and who decide disputed questions.

*Brandon, Nov. 25. 1901*

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## SCHOOL LIBRARIES.

By P. D. Harris, B. A., Selkirk, Manitoba.

(Continued from last issue).

In an article in the February, 1899, number of "*School and Home Education*," Supt. Van Petten, of Bloomington, Illinois, has an article on "The Selection and Adaptation of Literature for School Children of the Primary Grades." In this he quotes a German authority by the name of Wilmann, on the requisites of literature suitable to children, and especially to young children. They are as follows :—

(1) Let it be truly child-like—that is, both simple and full of fancy. (2) Let it form morals in the sense that it introduces persons and matters which, while simple and lively, call out a moral judgment of approval or disapproval. (3) Let it be instructive and lead to thoughtful discussion of society and nature. (4) Let it be of permanent value, inviting perpetually to re-perusal. (5) Let it be a connected whole, so as to work a deeper influence and become the source of a many-sided interest."

Even mature human beings like simplicity. The business man wants the simplest and speediest method of keeping accounts ; the mechanic endeavors to secure the simplest device possible for the production of the desired work ; the mathematician constantly aims at clearness and simplicity in the solution of his problems. If then, mature persons so much desire simplicity, how much more is it suitable to the minds of children.

It does not need a very shrewd observer to note how prominent is the place of imagination in their lives, the little girl looking on her rag doll as the most

lovely baby in the world; the boy's stick taking for him the place of a horse, or his blocks representing a whole train of cars, are all evidences of the power of imagination in child life. Is this wonderful faculty to be neglected? Is this heaven-bestowed power to be treated as though it were not only useless but positively hurtful? When appeals to the childish fancy can give such keen pleasure, that teacher stands in his own light who will cut his pupils off from its enjoyment. Fairy stories, stories of adventure, stories dealing with nature in a fanciful way, will furnish good food for the imagination. With regard to the moral side of children's reading, we would say that the nature study literature should be of such a kind that it will cultivate a reverence for all things created, and indirectly, a reverence for the great Creator of all. Then the history and biography should so set forth human actions that the child will instinctively pass his condemnation upon the evil and commend the good.

That picture to which we can turn again and again and still find interesting, is the one that will most strongly influence our lives. So, the book that we lay down, feeling that we would like to read a second time, is altogether likely worth reading again; and the reading and re-reading of books of merit, must have powerful influence in moulding character. We hear and read the story of the life of Christ over and over again, and do not weary of it. Instead of that it becomes constantly more marvellous; we see his nobility, gentleness, love and self-sacrifice, as we never saw them before, and each fresh perusal is likely to enkindle a new enthusiasm. Children's reading should be such that it would bear the strain of being read several times, so that it will make the most lasting impression.

Of the fifth requisite we shall undertake an interpretation. By the term "a whole," we understand something that is complete and independent, capable of being understood with little or no reference to matter outside of itself. Such a whole we would call the stories of Perseus, Horatius, Rip van Winkle, The Ugly Duckling, the Adventures of Sinbad the Sailor, and the Horse with the Golden Shoes. How much reference to outside sources does the story of Perseus need to make it intelligible? Very little if any. It may be very interesting to know how it was that Atlas came to have the labor of upholding the heavens, or where the messenger of the gods got his winged sandals, but these things are not at all necessary to the understanding of the story, or to the learning of the lessons contained in it. If, in that story, a pupil does not see a typical picture of a human life, a being struggling towards something better and showing unwavering faith, unflinching perseverance, genuine self-sacrifice, calm courage in danger and difficulty, firm resistance of insidious temptation, and obtaining final reward for valiant endeavor, he misses the main thought of the story. From its bearing on the conduct of his life, we think such a literary whole can be said to be a source of a many-sided interest.

Books written by children, or by older persons writing down to the level of children, are to be avoided. A book for a boy or a girl can be a book for a man or a woman, and it is better that it should be so, for children's reading should make them reach above themselves. Neither is it necessary that all the words used should be familiar to the child; better that they are not, for one of the objects of reading is to increase the vocabulary of the child, or, in other words, his means of expressing himself. Consequently new words must constantly be brought under his notice in such a way that he will either infer their meaning or else enquire for it.

In selecting a library, some attention should be paid to the beauty and durability of the binding. Where books are handled as are those placed in a school library, the most economical books are those most durably bound. The cover of the book, too, can have its moral and æsthetic influence. Let pupils form the habit of seeing tastefully bound books, and handling the same, and there will not be the same hankering after the flashy, paper-covered literature, so abundant to-day. Then, too, when they reach maturity and gather libraries for themselves, they will want to place in those collections, not only book whose contents will satisfy the inner man, but whose exteriors are pleasing to the eye.

The type of school-library books should be of good size, and the paper should be of firm quality. Cost should not be made the only criterion in choosing books. The question is not "How many books can be purchased with a given amount of money," but, "How many well-bound, entertaining, instructive and inspiring books, can be purchased with a given amount of money?"

In spending money on a school library, it is preferable to spend small amounts often, than large amounts occasionally, as the former method builds up the library little by little, as good books present themselves, or as special opportunities arise for the purchase of good books. The former method would also allow the library to adapt itself more to the needs of the school. For instance, we will suppose that in some way the pupils and the teacher of a school become very much interested in the study of birds, or in some particular person or period in history. The best time for both teacher and pupils to read along these lines is at once, while the interest is still aroused. A small amount of money spent just then on suitable books would meet the need.

The foregoing suggestions on the selection of a school library, have doubtless shown some of the advantages of its possession, but it may be well to enlarge a little on this division of the subject. To the teacher the library can be a most important auxiliary. To himself it may be a source of entertainment, instruction and inspiration, and, if it isn't such, either it shouldn't be there or else the teacher shouldn't be there. Nor can a teacher use the library with advantage if he does not care for its contents. To entertain or inspire others he must be entertained and inspired himself. Then, too, he can direct the attention of the pupils to the stories contained therein, by bringing out some of the stories quite frequently, or by referring to things to be found there. It is not the privilege of all teachers to be crowded full of original ideals, of far-reaching thoughts, of inspiring conceptions, but it is the privilege of all to touch on those of the greatest minds of the world, and, since we cannot ourselves be all to the pupils committed to our care that we could wish to be, we can bring them, through the medium of books, into touch with thoughts and ideals, whose influences once felt can never be quite lost. If we can bring pupils into touch with the great master-minds of the world, we should be quite willing to stand aside ourselves and allow these master-minds to exercise their influence.

We believe, also, that a library can be so used as to render school discipline an easier matter. Directly, the use of the library during school hours could be made a reward for careful and diligent accomplishment of set tasks, and indirectly, the reading of the noble deeds and good lives portrayed in the books, should ultimately exert some power in causing the pupil to undertake self-government. The teacher, too, should refer to the ideals of conduct set forth in these books, and strive to have the pupils act rightly from an intelligent understanding of the right.

The care of the library can be made, to some of the pupils, a training in neatness and thoughtfulness, and to all the taking of books and returning the same on fixed dates, can be made a training in regularity and punctuality.

Through the means of the library the teacher can extend his influence to the homes of the community. The books taken home by the pupils are very frequently read by the parents and older brothers and sisters, whose days for going to school are past, but yet who have plenty of spare time for intellectual improvement. Their reading of the same books as the pupils will naturally increase their interest in the work of the school, and it will accordingly receive more recognition, sympathy and support. The teacher who installs a good library in his school, will help that community, and in turn either he or his successors will receive help from that community.

But it is not from the side of the teacher alone that the advantages should be considered. On the contrary, as the school exists for the pupil and not for the teacher, it is the pupil's advantage that is of pre-eminent importance, and it is only because whatever is of advantage to the teacher is helpful to the pupil, that the teacher's side of it should be considered at all. To the pupil the library should be of the greatest use in cultivating independence. To the books he goes for the information he wants ; he get it out himself by his own efforts, and it is valued accordingly. He grows up towards self-reliance, towards making his own way in this big world. When he steps into the world he finds that what he gets he has to work for ; so if he learns that at school as well, it won't fall on him with such a sickening shock, when he leaves the school for the world.

There is a negative advantage, too, that should not be overlooked. Once let a boy become acquainted with the best, noblest and strongest in literature, history and nature study, and it will be almost impossible for him to endure the worthless and depraved. He has been gaining from good reading, and feeling his gain too, and will feel the lack of the real food in worthless, trashy reading—will feel that time spent on it has been wasted. This, it would seem, is the very best way to fight evil literature. Fight evil with good. Give something better, and cultivate a taste for it. Let the activity not be suppressed but turned into right channels.

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## ARE THE FRENCH AND GERMAN CHILDREN LEARNING THE ENGLISH LANGUAGE.

Perhaps some other French teacher with more experience and a better knowledge of the autonomy of the public school system as it prevails relative to the French English districts is more able to answer the above question than myself, however, as I have been teaching French children for sometime I am perhaps able to give an opinion leaving myself open to criticism and correction.

I trust that no one will contradict that there is a great ignorance of the English language in the German and French districts throughout the province. Why should this be? Are we not confining ourselves to teaching rules rather than the language? Is there not something radically wrong with some of our books that treat of the subject? I shall first deal with the question relative to the German child. I believe that he will not make material progress in the study of the English language under existing conditions. The German child speaks Low German (Plattdeutsch) which is

a dialect used in every Mennonite home. Modern German is unknown before school age, it is evident therefore that the child is confronted with two difficulties when beginning his studies and these are Modern German and English. Some might venture to remark that the Mennonite dialect and German bear a resemblance to each other. They are totally different, and resemble one another no more than English and German do. Now as Low German is spoken from infancy could it not be used as a medium instead of studying two foreign languages? The solution of the question it appears to me would be to discard German and thereby be given the opportunity of devoting much more time to the study of English. It appears to me that employing the language of the child as a medium in studying English will greatly facilitate the child's difficulties.

I know that Modern German is rarely spoken in the German settlements—even amongst teachers. German is an accomplishment. What the German child requires is English. The German schools require teachers with a knowledge of Plattdeutsch not necessarily teacher of Modern German, but they do require a sound knowledge of the language of the country. I pointed out in one of the French papers that the German teacher required a better knowledge of the English language and will not dwell upon it here. My contention is therefore that the education of the German child would be attended with far better results if the above course were pursued.

Some thoughts in the above apply to French children as well. We must speak with the child, he must require a vocabulary, (not a mere list of words—nouns and verbs as is noticed in the majority of our grammars) this may be acquired in various ways, numerous examples of every day speech, fixed English constructions and words, learned in sentences as soon as he reads the first lessons and these may be written on the board and greatly enlarged upon. After the first couple of years words may be formed beginning with any letter of the alphabet or formed from prefixes as, ex, pre, con, etc. It is surprising the number of words a pupil will write with a little practice, he will even become possessed of a list of synonyms so essential to oral and written expression. The difficulty does not rest with the verb alone, pupils conjugate verb after verb as if English were a dead language (and I seriously question its efficacy there) certainly not in so far as English is concerned. It does not perhaps occur to us that we study English in the same "grinding" way that the Greeks studied Latin two thousand years ago when Dionysius Thrax, a Greek compiled a grammar. This pernicious grinding of the English language has been and is practised to an alarming extent in the French-English schools and is most assuredly not bearing much fruit. Perhaps nowhere is a teacher's English picked up by the children and used ever afterward as on the playground. The teacher may use simple sentences at first when playing ball or hockey where many words may be used requiring frequent repetition, as all teachers are aware who are themselves fond of sport. The pupils will not forget these, undoubtedly he cause they have not wrenched them out of some worm eaten tome such as I shall describe presently. Memory gems facilitate pronunciation. It is no mistake to memorize short paragraphs of prose, not nonsensical stories but direct narration. Every boy likes to thunder forth a paragraph from a speech that he understands but not difficult meaningless poetry that is often a perfect babylonish jargon to the child though it may be the teacher's favorite. Grammars are means not ends; La Methode d'Ollendorf is perhaps neither. It should be discarded. It abounds in obsolete rules and immediately following those models are exceptions, so numerous that the teacher wonders why the rules are there. Ollendorf's exercises contain the most nonsensical sentences that were ever constructed or imagined by the human mind. Notice these "phrases" for

instance, "Have you the blindman's hat? I have it not. Have you so fine a garden as ours? How many fine flowers you have? Have you my ass's hay or yours? I have that which my brother has. Has anyone my good letters? No one has your good letters. Has the tailor's son my good knives or my good thimbles? Have you your ugly iron button?" Does anyone suppose that trash of this kind would ever familiarize one with a language? The answer is simple enough. Ollendorf and his slavish imitations and their name is legion, laboured under the delusion that to know the principles of grammar was to know the language itself. The above quotations contain principles of grammar as a matter of course. I doubt very much the propriety of learning the language in this way. Rather let the children be given more freedom I mean where possible allow them to associate with those who can speak English.

When anyone says "Good morning! It's a fine day!" it is evident that the sentence is not woven out of the several ideas *good, day, morning* and *nice*, etc. The phrase was constructed long ago, and when giving expression to that thought one does not think of the component parts any more than the letters composing a word. The above is an example of readymade constructions like the numberless quotations of the ancient languages.

Associating with children who speak English soon renders a child master of grammar, defying constructions and what grammar perhaps does not reach—pronunciation. The tendency, however, with parents is to discourage the innocent association of children, thereby compelling the teachers to make their pupils "grind on" out of repulsive, antiquated grammars.

The teachers are all qualified to teach English, some, perhaps, neglect their duty. It is for the latter that these few suggestions are put forward. However, trustees and parents should encourage them in every possible way and not trip them at every opportunity. If a teacher makes a mistake in pronunciation, or otherwise, it should not be spread over the district. If he is corrected privately, he will be pleased. Occasionally a trustee speaks or pronounces with more facility than the teacher. This is not alarming; it is possible that a teacher cannot express himself in the two languages with equal aptitude.

The French Canadians of Eastern Ontario and the Maritime Provinces speak English with the same facility as do those who have it as their natural tongue. There is absolutely no difference, notwithstanding the fact that they have learned to speak French first.

It is evident that this is a plea for more English in the French public schools. Trustees and parents are found anxious that their children should learn that language, which is necessary to all of us. We teachers and others who have English do not perhaps feel this so much as the parent, ignorant of the language, does. Could we not help them more than we do? Can we not impart to the youth a better knowledge of the English language—a knowledge such that the children will be able to speak tolerably well and banish the foreign vernacular which renders our pupils' speech incomprehensible.

There is, I am informed, some indifference to the subject shown by eminent educationists in this province. Should this be the case, it is very regrettable as much of the teacher's work will be in vain. We must be agreed on this important question; we must march with progress harmoniously; there should not be one dissenting voice, the rising youth will suffer the consequences. We who have to do with all the instruction of the young must be aware of the importance of our mission and so

perform the duties devolving upon us that those who are following in our footsteps will be proud of our labor.

Let me here ask, in conclusion, why is this indifference to learning English? Why are teachers and parents not encouraged more than they are? Who is responsible for this antipathy? I believe the parents and teachers are willing to give more time to the subject. Je pense que ceux qui sont en rapport avec les cantons français peuvent répondre les sur dites questions.

G. A. LEREW, Headingly.

During the early part of July the National Educational Association held its convention in Detroit. It was estimated that there was between ten and twelve thousand teachers in attendance; consequently Detroit was fairly overrun with the profession. The National Association of Embalmers held its convention there at the same time, and the similarity between N.E.A. and N.A.E. caused some confusion. On one evening in particular three or four petite school teachers, without stopping to think of the reversed order of the letters, wandered into an N.A.E. meeting, and were soon horrified to find themselves listening to a discourse on disinfectants, coffins, etc. They made a hasty exit, and at the door scolded the usher soundly for not explaining the character of the meeting to them before they entered.

## Primary Department.

Edited by Annie S. Graham, Carberry, Man.

### SONG—"CHRISTMAS BELLS.

—SELECTED.

Key F.

{ (3. 3. 3.) (4. 3. 2.) (5. — .):  
 { Glad bells of Christmas, ring on!  
 { Cheerily, merrily chime.  
 { (4. 4. 4.) (3. 3. 3.) (6. 6. 6.) (5. — .)  
 { Weave the glad news into rollicking rhyme,  
 { Tell every heart of the bright Christmas time.  
 (3. 3. 3.) (4. 3. 2.) (5. — 5.) (6. — —)  
 Glad bells of Christmas, ring on, ring on!  
 (1. 2. 3.) (4. 6. —) (5. — —) (1. — —)  
 Glad bells of Christmas, ring on!

Sweet bells of Christmas, ring on!  
 Joyously, fearlessly ring.  
 Tell of the children who merrily sing.  
 Tell of the gifts and the greetings they bring.  
 Sweet bells of Christmas ring on, ring on!  
 Sweet bells of Christmas, ring on!

Dear bells of Christmas, ring on!  
 Tenderly, lovingly play.  
 Tell of the star, the manger, the hay,  
 Tell of the babe who in Bethlehem lay—  
 Dear bells of Christmas, ring on, ring on!  
 Dear bells of Christmas, ring on!

Joy bells of Christmas, ring on!  
 Echo from valley to hill.  
 Ring till all hearts with your message shall thrill,  
 "Glory to God! On earth peace and goodwill!"  
 Joy bells of Christmas, ring on, ring on!  
 Joy bells of Christmas, ring on!

## SANTA CLAUS' WIFE.

Of all the busy people 'round  
 This busy Christmastide,  
 None works like Mrs. Santa Claus  
 For days and nights beside ;  
 The good old man, her sturdy spouse,  
 Has so much now to do,  
 If Mrs. Claus did not take hold  
 He never would get through.

The north star shining brightly down  
 Gives all the light they need,  
 For "How to climb a chimney" is  
 The only book they read.  
 But Mrs. Claus is working hard  
 On dresses, bonnets, sacks,  
 And there are lots of clothes to make  
 For all the jumping jacks.

They've dolls in every corner there,  
 They've dolls on all the chairs,  
 Piled high on every cupboard shelf  
 And all the way upstairs ;  
 But not a stitch of clothing would  
 On any doll be seen,  
 Unless his wife were there, for he  
 Can't sew on a machine.

The reindeer now are harnessed fast,  
 The toys packed in the sleigh,  
 And Santa Claus, wrapped up in furs,  
 Soon dashes on his way.  
 But, as he goes, cries smiling back,  
 "I never, in my life,  
 Could do so much for girls and boys,  
 Without so good a wife."  
 —Selected.

## CHRISTMAS STORIES.

What stories are you telling the children during these closing days of the year ? Of course there are "Tiny Tim's Christmas Dinner," and "The Old, Old Story of the Christ Child." Of these, children never tire. And Anderson's "Snow Man" and "The Little Match Girl" are always enjoyed. I have selected something this month for the children's own reading, and trust that others may enjoy it as much as my pupils have. It is called "The Birds' Christmas Tree," and is as follows,—

"There had been a Christmas tree in the parlor ; a fine fir tree that reached to the ceiling.

Kate and Effie, Sue and Tom, and Harry and Don, had a happy Christmas day, for the tree was laden with gifts for them all. Skates, and sleds, and balls and books for the boys ; dolls and books, and sleds, and skates for the girls, —that wonderful tree had born on its branches.

Now all the beautiful gifts had been taken from the tree, and John had come to carry it into the woodshed.

"What will you do with it, John," the children asked.

"I will cut it into firewood," answered John.

"Oh, dont !" cried the children. "Our beautiful tree! Let us have it a little longer !"

"What can you do with it ?" asked John.

"We will go in the yard and make a Christmas tree for the birds," replied the children.

So John carried the fir tree into the yard. There it stood in the snow spreading out its beautiful green branches.

"Now," said Effie, let us make some baskets to hold seeds and crumbs. Then we will tie them to the tree for the birds. I know that John will give us some corn and oats from the barn.

The children worked busily for many an hour, making the little baskets for the birds. Then they filled them with crumbs and seeds, and corn and oats.

I wish you could have seen the birds ! The sparrows came in flocks, The doves flew down for their share. Even the saucy blue-jay forgot to be saucy. When he flew away, crying "Thanks, thanks !"

The children did not forget their birds. Every morning that winter they filled the caskets, or tied breadcrusts to the branches of the Christmas tree.

It would be hard to tell which were happier, the birds or the children. I believe that the tree was the happiest of all."

N. B.—The children will supply the illustrations.

—A. S. G.

### CHRISTMAS CUTTINGS.

"Christmas was first celebrated in the year 98, but it was forty years later before it was officially adopted as a Christian festival; nor was it until about the fifth century that the day of its celebration became permanently fixed on the 25th of December. Up to that time it had been irregularly observed at various times of the year—in Dec., in April and May, but most often in January."

"Perhaps there is no way in which we can realize what children are to us at Christmas-time as to imagine a Christmas without them—if we can. The world may grow colorless and work-a-day as the years go on, but children's keen and ever-fresh enjoyment at Christmas-tide lights it up with a brightness that only children can give."

### THE SANTA CLAUS MYTH.

The approach of Christmas brings this question to many mothers: Is it right to allow a child to believe in the existence of Santa Claus, or does it teach him a falsehood.

In the healthy, normal child, we see a wonderful tendency to make believe. Trying to exclude fairy stories from the nursery does not prevent free play of fancy. Children who are not given fairy stories, will make up their own. By failing to use the stories of older people, who have been students of child-nature and understand the needs of little folk, we often lose opportunities of helping the children. It is not so much the fairy story itself which is of benefit to the child, as it is that through it he is led to judge between right and wrong conduct, justice and injustice.

The Santa Claus myth comes under the same heading with the fairy story, because both are symbols which tell truths to the little ones in the way best suited to their understanding. Santa Claus represents the spirit of giving. Few children would appreciate the saying, "It is more blessed to give than to receive," yet all enjoy playing that they are little Santa Clauses, giving gifts to others to make them happy, and with this comes the understanding of the myths embodied. It has been said that Santa Claus is the foreshadowing of the All-giver, All-lover, the one who gives because he loves. Lead children to be like Him, and make Christmas a time for showing our love to all humanity by our deeds. Teach the child to feel the spirit of this beautiful myth, and there will be no disappointment when the symbol falls aside and reveals the real truth."—*Selected*.

### "LEST WE FORGET."

"In the hurry and stress of things, our vision sometimes become distorted, and we lose sight of true values and proportions.

In our zeal to teach a child to read, we are in danger of forgetting that reading is but a key which unlocks alike the doors of good and evil, and that the vital thing is the development of a love of the best and an appreciation of the good and the true.

We forget that while it is desirable that a child know something of numbers, it is essential that he learn to deal justly and not overreach his neighbor.

In our haste to teach him science, we do not remember that we stand on holy ground, that the part of the crannied flower he cannot see is the marvel of it, and that any teaching which fails to make this world a more beautiful and habitable place for his young soul, misses its opportunity.

That while "discipline must be maintained" we have only to go through some of the unsavory portions of our great cities and see the victims of weak wills, men with defeat stamped on every feature, to realize that the discipline, which does not strengthen a child's will power and instil habits of self-control, fails utterly of its end.

That while it is essential that we teach manifold things, we are ever to bear in mind that what we are will teach over our heads, and nothing acquired will stand them in such stead upon life's battlefield as the memory of a beautiful and sincere life once lived in their midst.

And, above all, let us not wonder so far inland from the shores of the Infinite as to forget that every child has the right,—the inalienable right," to a happy childhood tucked under his jacket."

If "no human soul can stand still in attainment," have we, during the year that is almost past, gone forward or backward? Sometimes it requires courage to throw a search light into one's inner self, but there are revelations that come in no other way. If you wish to go forward during the coming year, try (as one plan) writing something original for our Journal. It will reveal your weaknesses, and thus help as nothing else can. Tell us what you do in your schoolroom—some of your successes or failures. The systematizing and summing up of work done, cannot be a backward step. For January, may we hope for something on—shall I say "Number Work"? And kindly send not later than the 5th of the month.

And now, primary teachers, may all the joys of this blessed Christmas-tide be yours; and may you all have a very Happy New Year—a new year of hope, love, trust and sympathy.—A. S. G.

"Old year, gude bye! Na doubt ye did your best:

We're a' but frail!

A braw chiel's comin'. Take yer time and rest.

To him: 'A' hail!"

—Selected

## MANNERS OF BOYS.

From the American Boy.

Here are a few rules that our boys, both large and small, would do well to observe:

1. **IN THE STREET.**—Hat lifted when saying "Good-by," or "How do you do"? also when offering a lady a seat, or acknowledge a favor.

Keep step with any one with whom you walk. Always precede a lady upstairs, but ask if you shall precede her in going through a crowd or public place.

2. **AT THE STREET DOOR.**—Hat off the moment you step into a private hall or office.

Let a lady pass first always, unless she asks you to precede her.

3. **IN THE PARLOR.**—Stand till every lady in the room, also every elder person is seated.

Rise if a lady enters the room after you are seated, and stand till she takes a seat.

Look people straight in the face when they are speaking to you.

Let ladies pass through a door first, standing aside for them.

4. **IN THE DINNING ROOM.**—Take your seat after ladies and elders.

Do not take your napkin up in a bunch in your hand.

Eat as fast or slow as others, and finish the course when they do.

Do not ask to be excused before the others unless the reason is imperative.

## Editorial.

### A CHRISTMAS GREETING FROM DICKENS.

By Agnes Deans Cameron.

A Merry Christmas to us all, my dears, God bless us ! "God bless everyone !" said Tiny Tim, the last of all. —*Christmas Carol.*

Mrs Harris," I says, "leave the bottle on the chimney-piece, and dont ask me to take none, but let me put my lips to it when I am so disposed."—*Martin Chuzzlewit.*

Everybody having eaten everything, the table was cleared and the four little Kenwigs disposed on a small form in front of the company with their flaxen tails towards them and their faces to the fire, an arrangement which was no sooner perfected than Mrs. Kenwigs was over-powered by the feelings of a mother and fell upon the left shoulder of Mr. Kenwigs dissolved in tears. "They are so beautiful," said Mrs. Kenwigs, sobbing. —*Nicholas Nickleby.*

Rosy," repeated Swiveller, "Pass the rosy. May the wing of friendship never moult a feather and may you ne'er need a friend nor a bottle to give him. —*Old Curiosity Shop.*

Rough-going, ardent and sincere earnestness, there is no substitute for this. —*David Copperfield.*

Yo-ho, my boys !" said Fezziwig. "No more work to-night. Christmas Eve, Dick ! —*The Chimes.*

Christmas time I have always thought of as a good time; a kind, forgiving, charitable, pleasant time. —*Christmas Carol.*

Hello ! a great deal of steam ! The pudding was out of the copper. A smell like a washing-day ! That was the cloth. A smell like an eating-house and a pastry cook's next door to each other and a laundress's next door to that ! That was the pudding ! —*Christmas Carol.*

Right ? Wotever is is right, as the young nobleman sweetly remarked wen they put him in the pension list 'cos his mother's uncle's wife's grandfather once lit the King's pipe with a portable tinder-box. —*Pickwick Papers.*

It is not possible to know how far the influence of any amiable, honest-hearted duty-doing man flies out into the world but it is possible to know how it has touched one's self in passing by. —*Great Expectations.*

Serjeant Buzfuz exclaims, "Gentlemen, what does this mean ? Chops and tomato. Yours, Pickwick ! Chops ! Gracious heavens ! and tomato sauce ! Gentlemen, is the happiness of a sensitive and confiding female to be trifled away by such artifices as these ? —*Pickwick Papers.*

There never was such a goose. Its tenderness and flavor, size and cheapness, were the themes of universal admiration. Eked out with apple-sauce and mashed potatoes everyone had enough and the young Cratchets in particular were steeped in sage and onion to the eyebrows. —*Christmas Carol.*

Mrs Kenwigs, too, was quite a lady in her manners, and of a very genteel family, having an uncle who collected a water rate; the two eldest of her little girls went to a dancing school and had flaxen hair tied with blue ribbons hanging in luxuriant pigtails down their backs, and wore little white trousers with frills around the ankles, for all of which reasons Mrs. Kenwigs was considered a very desirable person to know. —*Martin Chuzzlewit.*

Ah" sighed Mrs. Gamp, as she meditated over the warm shilling's worth; "What a blessed thing it is—living in a wale—to be contented. What a blessed thing it is to make sick people happy in their beds, and never mind one's self as long as we can do a service ! I dont believe a finer cowcumber has ever grow'd." —*Martin Chuzzlewit.*

Sam smiled. "Away with melancholy, as the little boy said when his school-missis died." —*Pickwick Papers.*

## Selected.

### PLAYGROUND EDUCATION.

From an Article by Joseph Lee, in Educational Review for December.

The unimaginative grown-up (parent or other) thinks (and I admit that he might bring forward a certain amount of evidence to back his opinion), that the boy likes mischief as such, just as the same person thinks that the small child like dirt. But, just as, in the case of the small child, the impulse that makes him seek the gutter is not the impulse to get dirty, but to get hold of some material that he can really handle and control, so, in the case of the boy, mischief as such is not the attraction. What he sees in it is simply the chance to get what he wants, and what he must have if he is ever to grow up, namely, opportunity to develop certain fundamental virtues. There is an element of sport in some kinds of mischief, and it is this element that furnishes the attraction to the boy. What he wants is a hard, lively game; something difficult, dangerous, heroic. This he must have as truly as a flower must have air and sunlight. If he cannot get it in one way, it is his virtue and not his vice that he insists in getting it in another; in so doing he is being true to the god within. An everlasting text of the funny man is that it is the bad boys, and not the good ones, who turn out well. And their everlasting truth behind this theory, the very simple explanation being that it is the bad boys who are good. It is the boys whom we call bad, because their actions are frequently inconvenient to their elders, who are being true to their own nature, are doing that specific part of the work of self-development which it is their business to do.

A favorite story of Philips Brooks', although I am not sure that it ought to be cited in cold print, was of a small boy whom he saw standing on tiptoe in attempting to ring the door-bell of a city house. Mr. Brooks, seeing what the boy wanted, kindly mounted the steps and pulled the bell for him. Then, turning to the boy, he asked, "And now what have we got to do?" to which the boy answered, "Now run like hell." Of course the success of this boy in securing as his accomplice the most distinguished preacher in the New World was more than he had any right to expect, or could, in all probability, have appreciated if he had known it. But the point, and what aroused the evident sympathy with which Mr. Brooks told the story, is that it was not properly an instinct for mere mischief that was at the bottom of the whole performance. The boy was not interested in the discomfort he was giving his elders, but in the lively and altogether pleasing reaction that he could produce in them, with its appropriate manifestations in hastening step, the agitated and threatening fist, and the frowning visage. Tag is much more of a sporting event when the avenger of blood, or of the outraged bell-wire, is behind, than when it merely consists in running away from another boy whose only interest arises from the fact that he is "it."

Or, to take an instance of a more heroic kind, I read the other day in the paper of some boys who, having first taken the necessary steps to secure the interest of the policeman, then went up into an empty house, climbed out through a skylight, slid down a slate roof to a gutter hanging sixty feet above a brick-paved alley, crossed the alley on a spout on which the policemen were afraid to follow, went hand over hand along the gutter of the opposite building, and then swung themselves in, feet foremost, through a window, and so out onto another roof. They were only caught by the policemen surrounding the block and gradually searching them out. Now what would the feeling of any boy be in reading about that exploit? Would he feel what bad boys they were to have stolen the bananas or thrown the pussy down; the well or whatever else it was they did, or would he admire their exploit and secretly wish he had the courage to do likewise?

The point is that it is not a perverted or a degenerate impulse that makes the boy commit these acts of daring lawlessness, but a virtue—a virtue universally recognized in the boy world and duly admired as such. Among the best games are the chasing games, and if a policeman is paid to chase you—and chase you in earnest, so that there is a spice of danger in the game—if you will only

do certain things which he seems to regard as in the nature of "last tag," why, the policeman is obviously a provision of providence of which it would be foolish in you not to take advantage.

The boy is not a grown man, and it is not proper that he should suddenly and prematurely become one. Precisely how shall the playground deal with the boy of this period? What is at the same time best and most fundamental in the impulse which dominates the period is, as we have said, the impulse in the boy to assert his own individuality, to show his independence, his power of doing something and being something himself. Left to itself, unguided, this impulse shows, as we have also intimated, a remarkable catholicity in regard to its manifestations. There is, indeed, hardly anything which the "big Injun" may not make a subject of self-assertion, and, with an easy perversion of the impulse, a subject also of boasting and showing off. The "big Injun," as we meet him in our city street, is the boy who can fight harder, run faster, swear more proficiently, smoke more cigarettes, sit up later, dive deeper, and come up drier than any other in his street or neighborhood. Obviously the thing for the playground to do is to give opportunity to the boy who can run faster and dive deeper, and generally to develop the sporting, and, in its best sense, the fighting side of the boy, at the expense of such self-assertion as takes the form of dissipation and other forms whose only merit (and it is a real merit, be it observed) seems to be that they testify to partial emancipation from parental or other control. What the boy is after is manliness and the demonstration of manliness. He is a keen recognizer of truth in this matter, and if it is, in hard and sober fact, more manly to be able to fight hard, run fast, and play a good game of ball, than it is to be able to smoke many cigarettes and, in general, to indulge in greater dissipation than his companions, why, the stronger and better thing will win in the public opinion of the boys among whom it has a chance. If the competition is allowed to be between the boy who smokes and drinks and the one who stays at home, reads good books, and, in general, emulates the character of the good boy who died, it is the cigarette that will win every time; but if the good boy can show his superiority in physical contest, conviction will find its way even to the devotee of the dime museum and to all who have called him great.

Many are the games of single-handed competition which the everlasting boy has bequeathed to us from the ages. It is characteristic that it still must be a game, that for the smaller boy the straight-away run or jump is too simple and lacks some element which he demands. I think it is that the contest is only an arithmetical or measuring one, not involved in the nature of the sport. You can run or jump alone; you can't fight or play tag alone. Running games, as the various forms of tag, and especially the group of games of which "duck on the rock" is the type, seem to possess perennial attraction. Climbing trees or rocks with the great opportunity these afford for daring feats, cannot well be produced on the playground. The nearest we can come is by means of gymnastic apparatus. Wherever this is found, it will be used most by boys of the "big Injun" age, these, and a very few specialists among the older boys.

A marked need of the boy of the "big Injun" period, as seen on the playground, is the need of leadership. I have spoken of the lack of constructive and organizing power and the disproportionate strength of the critical faculty in boys of this age. In order to keep them from doing anything beyond the desultory criticism of passers by, or the tormenting of one of their own number, it seems usually to be necessary to have some instructor or paid leader on the ground. It is not, as the matter is so often stated, that they need "to be taught how to play." They know the games, but they do not seem to have enough social energy to put them into practice in face of such discouragement, in the way of big boys and crowding, as is usually present on a city playground. The spirit of every-one-for-himself is so dominant that a group of these boys is more like a pile of pebbles than like a live organism. A certain gregarious spirit and need of each other's society there is, but the power of social construction seems to be for the time in abeyance.

And closely allied to this need of leadership is the capacity for admiration which boys of this age exhibit. To them the boys a little older, or at least the leaders among them, appear as a race of demigods, and whatever they do these

smaller boys will do their best to imitate; so that it may almost be said that the way to educate boys of this age is to educate boys who are somewhat older, and let them do the rest. A hero in any case they will have, and he will, in any case be an athlete and a fighter. But to the boys it is a matter of indifference, and therefore it is a thing which we can determine for them, what the further attributes of the heroic figure that stands at the end of the vista of their ambition shall be. When Mr. Bowler, of the Charlesbank Gymnasium, in Boston, says to one of the two hundred young athletes who regularly train with him, "If you can't give up cigarettes I can't bother with you," and so removes the cigarette from the mouth of the demigod, he disassociates it from the ideal that rules many a boyish imagination. And cigarettes are not the only thing.

When my brother graduated from the Boston University Law school I said to him, "Well, George, I suppose you now all about law." "No," he answered, "but I know where to find it."

There is a wealth of suggestion in this answer. We have no respect for a walking encyclopedia. The mere accumulation of facts is not an education; it is the mental drill that comes from acquiring knowledge.

The question that comes home to us is this: What shall be the character of the mental drill that we shall give to our pupils in our upper grades in history?

The subject of history should be taught so that the pupil becomes an investigator; he should be taught how to use books in an intelligent manner; he should be obliged to obtain his knowledge from various authorities and not rely on a single text-book; the subject should be correlated with both language and geography. In a word, the pupil must become an independent seeker after knowledge. How can the teacher accomplish this?

The purpose of all study is to produce the greatest vigor of self activity on the part of the pupil. This is the philosophy of my method of teaching history. I know that teachers want something definite, practical, you call it. At the risk of being tedious allow me to be definite and tell you briefly how we teach history in the upper grammar grades in Ansonia.

In the first place, we do not have one text-book in history, but many. This variety of school editions is obtained by having each pupil purchase one book from a selected list. In addition to these school histories the pupils bring many reference books from their homes. We also draw on the public library and the school library. A few years of persistent effort has solved the reference book question.

I have prepared a manual, which, in the hands of the teacher and the class, serves as a guide. In it is retained a permanent record of the pupil's investigation. This contains complete lists of references, topics, outline maps, summary tables, etc. I believed so thoroughly in the value of the library method of studying history that I devoted four years' effort to working out a plan so that my teachers could use this way of teaching history. In place of this manual, any teacher, provided she has a good knowledge of history, can use ordinary blank books for the class.

Turning to the class room work, first a general topic, as for example, "The Condition of Europe at the time America was discovered," is assigned for study. This is subdivided so that the pupils may know along what lines to study. The teacher's duty is to indicate the reference books that will best give the desired information; to teach the pupil at the start how to use reference books, the value of an index, the relative value of material, how to take notes, etc.

The next step for the pupil is to gather this fund of information and to put in writing the best brief answer he can give under the topic. Having made this preparation a classroom exercise is in order. This takes the nature of a discussion rather than a recitation. In this exercise misconceptions are corrected and the general fund of information is enlarged.

The pupil then corrects his written answer if he finds it necessary. These answers are handed to the teacher for her inspection and correction. Good English, as well as correct historical facts, is required.

When these written answers are returned by the teacher the pupils enter them in the proper place in the manual. When the whole topic is fully developed and written up the class is ready for a recitation.

At first this plan of work is naturally a little difficult, but with each succeeding topic his ability to find out information for himself is unconsciously growing. He becomes familiar with books. He is happy in the consciousness of his own power. A new light has dawned on his soul. He holds in his hand the key that will unlock the treasure box of knowledge.

Nothing is quite so pitiable as the pupil who has been kept committing page after page of text-book in history, geography and kindred studies. Turn him loose in a library and give him the task of looking up some subject and he is absolutely at sea.

I was brought up in a district school where a dictionary was an unknown commodity. I remember distinctly the first time that I was requested to look up a word. It was in the high school and the word was "boomerang." The task proved a boomerang to me.

Just a word about recitations. In history we have a recitation when it is necessary to test the pupils' knowledge. This isn't every day, but when a general topic has been developed and written up. The plan of giving say half an hour for the preparation of a lesson and then devoting another half hour to pump out whatever information has been acquired, reminds me of the city bred farmer who was looking for eggs half an hour after he had fed the chickens.

A teacher is not a dentist to fill mental cavities and to extract junks of information. The teacher's duty is to teach the pupil how best to use his own powers. To show him how to study. To direct his self-activity so that he may do his own thinking. Mental labor should be tense, not loose and flabby.

Machine methods in the school-room are making mechanical minds. The pupil who is reading over his text-book lesson for the fifth time is gaining absolutely nothing in mental power. This mental shiftlessness is fatal, but the remedy lies along other lines than simply calling "attention!" I have pointed out the remedy in history teaching; and I rely on the common sense of the great body of our teachers, when I predict that the time is not far distant when more rational methods of instruction will make our pupils investigators and not crammers of facts. Will you be in the van or in the rear?

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## AN IDEAL EDUCATION.

BY PROF. FRANCIS W. PARKER, School of Education of the University of Chicago.

I seek a jury to the greatest cause on earth, a cause that has to do with the welfare of every child that lives, and of the millions yet to be, a cause for which all other causes sink into insignificance. Where shall I find such a jury? Surely no other jury on earth is comparable to the National Congress of Mothers, into whose hands God has confided the nurture and education of His little ones: this Congress, which is doing more intrinsic good than any and all the parliaments in the world. And yet ages ago this cause was tried and decided. The decisions were made in other times and under circumstances vastly different from those which govern us to-day: but we are still bound by these decisions: they have entered the hearts of the people, and they penetrate and control the majority of mankind. The question calls for great love, a love strong enough to break the awful bonds of tradition, so that we may enter into a new light and a new life.

First of all, and above all, you want good, sound, vigorous health for your children, You want them to have bodies robust, supple: bodies responsive to the will; bodies that can ward off or conquer disease; bodies that will insure long lives of happiness and usefulness.

Helpfulness is a habit that every mother wants in her child. Helpfulness! Around this word centre all the good things in this world. Helpfulness of the child; that training and education which makes him efficient in the home, makes him desirous to help others, brings good taste into the home and makes itself felt in the church and in community life.

Trustworthiness is another supreme quality. Its correlative is responsibility. You are anxious that your children should be truthful, faithful, worthy, of respect and confidence.

Teaching, we all hold, is the art of all arts. It has to do with the welfare of the child and of the world. It is the central thing in human progress. And still, with these truths before us, we know that ninety-five per cent and more of the teachers of this country, stop studying their subject, the child, after a few years' practice. They may enter the schoolroom with enthusiasm, but that enthusiasm wanes, they get into a deadly routine and their work is a gyration everlasting. Why? Because knowledge-gaining has few methods. They are simple and may be easily attained. The teacher sees little or no need of improved education. He goes to institutes and is bored by speeches, often by those who have as little outlook as he himself has. To my mind, this sad state of things is all due to the knowledge ideal.

The history of improved education is a very short one. Until very recently the Universities or our country practically denied that there is a science of education, and the large majority of professors in the universities deny it to-day. Why? Because they look upon education as knowledge-gaining, and the inference is easily made—there can be no science or education if the teacher can teach the subject after he has learned it. The idea practically controls to-day the education of the country. And then, too, there is great confusion of tongues in the discussion of education. Is there something better than the prevailing education? I am here to say there is. The ideal school is the ideal community, and an ideal community is a democracy. I grant at once this ideal is not realized anywhere on earth and never has been; but the question is, is it right? Is it the highest? Does it comprehend righteousness? Is it attainable and yet never attained? Does it respond to the nature of the child? The answer to the question is yes, and a thousand times yes.

### ACT THE TRUTH.

Act the truth. Do not pretend to know things you do not know. Do not insist upon things about which you are uncertain. Even a child does not expect a teacher to be the embodiment of all wisdom. If she claims it, he knows she is masquerading if she admits a doubt, he knows she is acting truly; he sees that he and his teacher have something in common; she has a stronger hold upon him.

I know a boy who handed up his written spelling lesson for correction. The teacher marked a word as incorrect, which he thought was spelled correctly. He gathered up his courage and told her she had made a mistake. She brushed him aside with an indignant remark, about doubting her inability to spell. In ten minutes he saw her in profound communion with the dictionary. He gained confidence. She said nothing, but seemed dejected. He put his pages in his pocket and went home, and studied his dictionary. He had spelled the word correctly. She had lost his good opinion forever. It was a serious loss, but who shall say she did not pay the proper penalty for her act. She had made a mistake. It was not serious at the outset. It was a comparatively small matter that she had an erroneous impression about the spelling of a word. But persistence after she knew better was acting an untruth. It was utterly inexcusable. It was impolitic, too. Supposing she had given him only what was his due and said, "My boy, I was nasty and wrong about that; you were right; I will have to be more careful next time." He would have been exultant, but that would not have humiliated her. She would have gained his respect and friendship as well.

In another case the teacher told Mary, a young miss among her pupils, that Martha her intimate friend, was headstrong and flighty and not doing well, and asked her to exert her influence over her and help her reclaim the wayward sister. The teacher told Martha the same things about Mary and exacted her help to recover the other sinner from destruction. Neither of the girls was in danger. The teacher did not think they were. She probably meant well enough. She meant to profit each girl by getting her interested in helping the other. Bue she did not think far enough or as truly as she might. The girls compared notes. They discovered there was an element of deception about the matter and the result was not particularly helpful to the teacher.

There is a mathematical accuracy about the truth. It always fits together. There is no safe compromise ground. The danger signal is on the border line. Truth or untruth may be acted as well as spoken. It is not necessary at all times to tell all that is true. But whatever is said and whatever is done in the schools, is to be open and straightforward, wholly and within the bounds of truth.

—President Draper (Illinois University.)

## IS THIS A CARICATURE ON PRIMARY READING?

—MY RABBIT.

|   |   |
|---|---|
| I see ears.                                   | I like to see a rabbit with feet.                   |
| I see eyes.                                   | I like to see a rabbit run.                         |
| I see long ears.                              | I like to see a rabbit jump.                        |
| I see pink eyes.                              | I like to see a rabbit run and jump.                |
| I see long ears and pink eyes.                | I like to see a rabbit jump and run.                |
| I see feet.                                   | Has the rabbit a tail?                              |
| I see feet that run.                          | Yes, the rabbit has a tail.                         |
| I see feet that jump.                         | Has the rabbit a short tail?                        |
| I see feet that jump and run.                 | Yes, the rabbit has a short tail.                   |
| I see a short tail.                           | Has the rabbit a coat?                              |
| I see a white coat.                           | Yes, the rabbit has a coat.                         |
| I see a short tail and a white coat.          | Has the rabbit a white coat?                        |
| I see Bunny-bun.                              | Yes the rabbit has a white coat.                    |
| I see pretty Bunny-bun.                       | The rabbit has a short tail and a white coat.       |
| Pretty Bunny-bun is my rabbit.                | I like to see a rabbit with a tail.                 |
| Has the rabbit long ears?                     | I like to see a rabbit with a short tail.           |
| The rabbit has long ears.                     | I like to see a rabbit with a coat.                 |
| Has the rabbit pink eyes?                     | I like to see a rabbit with a white coat.           |
| The rabbit has pink eyes.                     | I like to see a short tail and a white coat.        |
| Has the rabbit long ears and pink eyes?       | My Little rabbit is Bunny-bun.                      |
| The rabbit has long ears and pink eyes?       | Bunny-bun has long ears.                            |
| I like a rabbit.                              | Bunny-bun has pink eyes.                            |
| I like a rabbit with long ears.               | Bunny-bun has feet.                                 |
| I like a rabbit with pink eyes.               | Bunny-bun can jump.                                 |
| I like a rabbit with long ears and pink eyes. | Bunny-bun can run.                                  |
| Has the rabbit feet?                          | Bunny-bun can jump and run.                         |
| Yes, the rabbit has feet.                     | Bunny-bun can run and jump.                         |
| Can the rabbit jump?                          | Pretty Bunny-bun has long ears.                     |
| Yes, the rabbit can jump.                     | Pretty Bunny-bun has pink eyes.                     |
| Can the rabbit run?                           | Pretty Bunny-bun has little feet.                   |
| Yes, the rabbit can run.                      | Pretty Bunny-bun has a short tail.                  |
| The rabbit can run.                           | Pretty Bunny-bun has a white coat,                  |
| The rabbit can jump.                          | Pretty Bunny-bun has long ears and pink eyes.       |
| The rabbit can run and jump.                  | Pretty Bunny-bun has a short tail and a white coat. |
| The rabbit can jump and run.                  | The rabbit has feet and can jump.                   |
| The rabbit has feet and can run.              | The rabbit has feet and can jump and run.           |
| The rabbit has feet and can run and jump.     |   |

## HISTORY TEACHING IN THE GRADES

Supt. W. A. Smith. Ausonia, Conn.

In presenting the subject of history in our grammar grades there are three phases of the problem that demand our attention, the scope of history teaching, the essentials of history, and the method to follow to get the greatest possible good out of this important subject. Taking up the first one of these questions let me say that I believe in beginning history work, in its simplest form, in the primary grades. The means for this is afforded by the reading of interesting stories of the lives of great men of the past. It is astonishing to what an

extent the story of a nation is unfolded in the lives of a few great leaders. The fact is well illustrated in Jewish, Greek, and Roman history.

Children are always interested in persons, so at the very outset of their study of history we can in this way lead them along the line of their interest.

In the fourth grade the teacher shall correlate history with geography. A correct conception of our political division into states cannot be gained without the aid of history. A state is primarily an historical unit. It is folly to start out locating Boston, Massachusetts, Connecticut, or any other place without first trying to impart some information as to what the place really is.

The story of the Pilgrims rightly developed can be understood by any fourth grade pupil. This instruction, with the aid of the map, will help wonderfully in understanding the different political divisions of New England.

Why do we have states? The answer to this question can be only reached through the history of our colonization. From this standpoint the development of the states is as simple to understand as the fact of adjoining farms.

In the lower grades, in fact in any grade, some historical knowledge should precede the geographical study of a country. The mere location of the City of Washington is of little interest. It is the associations, past and present, that spring up in our minds when the place is mentioned that make it of interest.

History teaching has failed to receive its full share of recognition at the hands of fifth and sixth grade teachers. In the schools of my own city of Ansonia over 60 percent of our pupils leave school without entering the seventh grade. I take it that what is true of Ansonia is equally true of most manufacturing places. The age limit of fourteen years fixed by the laws of the State of Connecticut as the end of compulsory attendance is the finish line of many a parent's ambition for the education of his children. Should the public schools of our state allow these people to go forth from our doors with little or no preparation for the duties of American citizenship? In the fifth and sixth grades it is possible to give these children an intimate knowledge of the great men who have made the name of America respected abroad and honored at home. They can learn about their country's birth as a nation. They can come to comprehend the elementary truths of government. The preservation of free institutions must be based on the intelligence of its citizens. This is impossible if the majority of our pupils are going out of our schools ignorant of all those great truths which a knowledge of history alone can give.

The great majority of our teachers cannot vote (not because they are not old enough) yet they have it in their power to help make intelligent voters. It has been said that "the hand that rocks the cradle rules the world." You don't rock many cradles, but let me tell you that the average American home leaves much for the teacher to do.

To-day I am asking you fifth and sixth grade teachers to take up your part of the work and see that no pupil leaves your grades without having completed an elementary history.

Our graded school system is much like a course dinner, the dainties are served last. History is a good enough dish to have some of it passed down to the fellow that can't wait to finish the meal.

Once, as a little shaver, I remember going to church in company with two other boys. We sat in the gallery in the rear of the church. It happened to be communion Sunday. The bread and the wine passed freely among the older people. We regarded it with hungry eyes. Finally, after everyone had been served and we were overlooked, I could stand it no longer, and arising startled the congregation with the remark "three fellows back here want some." Well, it is needless to inform you that we didn't get it. I imagine that if we consulted the boys and girls in our lower grades about history, we would hear the hungry cry, "we fellows back here want some."

Now for the seventh and eighth grade teachers. As I have already said, your field is not to begin history teaching but to complete the structure on the foundation already laid. You must face the question squarely as to method of instruction. Are you going to make your pupils students of history in the true sense of the word, or are you going to load their minds with a mass of unrelated facts?

## A SCHOOLMASTER.

Edward Brooks in November Educational Review.

And now came the teacher to whose instruction and influence I owe nearly all my success in life. His name was Nickerson—Clark Nickerson—a name which I hold in sacred remembrance. He was a scholarly gentleman, about twenty-four years of age; a gentleman in manners and character, teaching school while studying to become a physician. His example and instruction opened a new door to me, brought me in touch with a cultured mind and an aspiring spirit whose influence gave both initiative and direction to my life. It was to me a piece of good fortune for which I can never be too grateful. I was at that time between eleven and twelve years old; an age when ideals of life are being formed, and when the example of a scholarly gentleman with a purpose in life is an inspiration and a guide to youth. Under him I continued the "three R's," improving in reading, spelling, grammar, and arithmetic. Mitchell's outline maps were introduced into school about this time; also a single blackboard, about three by five feet in dimension. The principal use of the blackboard was to exhibit the names of pupils who had broken some of the rules of the school. One of my keenest recollections is that of seeing my name and that of a young girl written upon the blackboard as a penalty for a correspondence which the teacher regarded as unsuited to our ages.

In addition to the studies named above I took up algebra, geometry, composition and rhetoric, physiology, natural philosophy, Latin, and botany. Mr. Nickerson appreciated my fondness and aptitude for study, and made a companion of me out of school hours. Our botanical excursions in the summer afternoons after school, and especially on Saturdays, were a source of the deepest interest and pleasure. The places we visited and the flowers we analyzed are as fresh in my memory to-day as they were half a century ago. The name of the first plant I helped him to analyze, the *Anemone thalictroides*, still lingers in my memory; and the expression of pride in my mother's face, as I carried the flower home to her that evening and repeated to her the big-sounding name, I have never forgotten. We used Mrs. Lincoln's text-book on botany with its "artificial system" of analysis—the "natural system" had not yet been generally adopted by American botanists—and the height of my ambition, was to "analyze" the new plants we found in field and forest. I remember distinctly the place where I made my first successful analysis of a strange flower, finding its genus and species: it had to me all the charm of a new discovery in science, or the discovery of a new method or principle in mathematics.

We of course had no specimens to illustrate physiology, but the text-book had suggested an ox's eye, one of which I obtained from a butcher, and my dissection of this eye one evening by candlelight—when I first saw the aqueous and vitreous humors as I placed them on a sheet of foolscap, and held up the crystalline lens before the candle and saw it bring the rays to a focus, is one of the treasured memories of my childhood studies. We had no apparatus to perform the experiments described in the text-book on natural philosophy, but the stem of the leaf of a pumpkin-vine served as a siphon to show that water would run up hill; and I made an electrical machine out of a big bottle that did not work, and a galvanic battery out of some old zinc and copper plates, with cups to hold the connecting fluid, which did work so successfully that I could bring to life, repeatedly, for an hour or more, a dead frog, which I had caught and killed for the experiment. In all these studies he gave me the aid of his knowledge and sympathy, and when, after teaching three or four years, he left to complete his medical studies I felt that the Mentor of my life had departed.

In addition to his direct instruction he did me another favor, greater, indeed, than he ever could have dreamed of, and for which I cannot be too grateful. I had won the first prize in the spelling class, for which he gave me a little work treating of the nature and culture of the mind—Watt's "Improvement of the Mind." This little book, which I read with much interest, cultivated a taste for introspection and psychological study at an early age, and turned my attention to the formal training of the mind as a basis of an education. Largely through its influence, I believe, I was led, when I began the training of teachers in a normal school, to make "educational psychology" the fundamental

branch in my course in pedagogy. Fortunate, indeed, is the boy at the impressionable age of just entering his teens who has for his teacher a man who is himself a student with a purpose in life, and possessing personal traits that command his admiration, and who thus presents to him ideals of character and high achievements. I take this opportunity to weave this chaplet of praise to the memory of the best and most influential teacher of my boyhood.

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### AN ESSAY ON HABITS.

A story is told of an English school-master who offered a prize to the boy who should write the best composition in five minutes on "How to Overcome Habit."

At the expiration of five minutes the compositions were read. The prize went to a lad of nine years. Following is the essay:

"Well sir, habit is hard to overcome. If you take off the first letter, it does not change 'abit.' If you take off another you still have a 'bit' left. If you take off still another, the whole of 'it' remains. If you take off another, it is not wholly used up; all of which goes to show that if you want to get rid of a habit you must throw it off altogether."

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## Book Notes.

The following volumes just to hand are particularly suitable for school libraries and they are all so artistically printed and bound that they would serve as choice Christmas presents.

|                       |   |   |
|-----------------------|---|---|
| BEASTS OF THE FIELD,  | } | By W. J. LONG,<br>Published by Copp, Clark Co.,<br>Toronto. |
| BIRDS OF THE AIR,     |   |   |
| SECRETS OF THE WOODS. |   |   |

The first two of these contain what was given in "Wilderness Ways" and "Ways of Wood Folk," but the illustrations and letter press, paper and binding are in every way superior. Mr. Long has succeeded in getting closer to actual animal life than any other modern writer. His writing has not the artistic finish of Mr. Thompson's, but he is far more true to experience. He makes no exaggerated statements, and he does not create animals with human intelligence. No nature study books are more attractive and none more worthy of a place in a library.

**KING ARTHUR AND HIS COURT**, by Frances N. Greene, published by Ginn & Co. These are the stories of Tennyson's Idylls, given in simple but charming prose form. Just such a book as will delight boys and girls between the ages of 8 and 18. Copp, Clark Co. are agents in Canada.

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The Handbook to the Victorian Reader, edited by Mr. W. A. McIntyre and Mr. J. C. Saul, has been for some time in the hands of the printers and may be expected shortly after the new year. The general intention of the book is to supply such information as is necessary to the understanding of the selections contained in the Readers. With this end in view, information is given in regard to the circumstances under which each selection is written, and interesting facts in connection herewith are related, all different words, phrases and allusions are explained and, in addition, where necessary, a list of books is given where further information may be obtained. In cases where selection is an extract

from a larger whole the connection is clearly indicated. A chapter on the poetical memory gems, biographical sketches of the one hundred and forty-five authors represented, and a pronunciation key to seven hundred of the most difficult proper names, complete the book. There is also a full chapter on the method of handling the reading lessons. No pains have been spared by the editors to make the information as complete and as accurate as possible. The book will contain about 425 pages. The publishers are The Copp Clark Co., Ltd. and The W. J. Gage & Co., Ltd.

The best selling books in the United States at the present time are:—The Right of Way—*Parker*; The Crisis—*Churchill*; The Eternal City—*Caine*; D'ri and I—*Bachelor*; Kim—*Kipling*; Lazarre—*Catherwood*; Man from Glengarry—*Connor*; The Secret Orchard—*Castle*;

### PURPOSES OF THE RECITATION.

- To draw out each pupil's view on the subject.
- To test the crudeness or thoroughness of grasp of the subject.
- To correct his ideas by the greater comprehensiveness of others of his class.
- To arouse and stimulate a new method of study on next lesson.
- To cultivate the closest habits of attention.
- To bring into full play the powers of numbers engaged upon the same thought.
- To supplement by stronger force what the pupils give.
- To bring into play the teachers' highest powers.
- To arouse self-activity, power of independent research, acute, critical insight, to be obtained only by contact with one's fellows striving toward the same goal.
- To initiate the student into the great secrets of combination with his fellows.
- To help the struggling boy or girl to ascend above his idiosyncrasy and achieve the universal forms.
- To learn to suppress the merely subjective, and how to square his views with what is objective and universal.—*William T. Harris*.

A young woman entered an office in New York seeking work as a typewriter. She did not do her work very expertly but she was employed—the lawyer saying: “She is so pleasant; she has a smile for everything; we need smiles here.”

### BE PLEASANT.

Thomas Wood, who was an invalid much of his life, said: “I resolved I would look on the bright side of everything.”

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Third Class Normal sessions will be held at the following points, beginning January 6th, 1902 :

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The Second and First Class Normal will be held in Winnipeg, beginning January 13th, 1902.

The Examinations for the Second and First Class Normal now in session will be held December 16th to 20th, inclusive.

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