

T H E S I S.

Subject, Children's Literature

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The home and the school are the great builders of the child's character, and one of the most important things that we find has been accomplished in school history is the co-operation of the school and home in the cause of education. In the past the parents thought their work completed when they had bought a few books for the child and started him off to school, depending on the wisdom of the teacher, alone, for the laying of that foundation, on which the child will rear the superstructure.

The blackest cloud covering the educational work will disappear when not a farfical of jealousy but mutual help exists between the home and the school.

When the children are

seated around the fireside, they love to listen to the fairy tales which mother has to tell, but mother has worked hard all day and does not feel like telling those beautiful stories, how much better this story could have been told by the trained teacher? The children will listen with so much interest to a good story, well told, that they drink in every word and not one is ever forgotten, so we must give them the best, if we wish the child to be true, noble and good.

But we hear the teacher say, "How can we give literature to the children when they cannot read it, and when our best and most interesting classics are too difficult for them to comprehend?"

This is the very question that is meeting our every teacher of today, and it is well answered by many of our present educators. The teacher must first know what literature is before he is able to select a library for the child, and only a skilled teacher is capable of doing this.

Prof. Mathew of Columbia College said: "When the thoughts, feelings and actions of a people are so skillfully written as to give pleasure, we call this literature." When we read a piece of good literature we are enriched in many ways, our imagination is more extended and we see more clearly those ideals toward which we have been working. Why then should we not help the child to enrich his imagination and

to form high ideals?

When a child is put on the rocking horse for the first time, he cannot make it rock, but when he learns to balance himself and rock once, he tries and tries until he can ride. He is so earnest in his work and play, and is so pleased when he gets anything done himself. So we should lead the child to the knowledge and not take the knowledge to him.

The work of a teacher is to build up a character, and one of the best ways to do this is to set up for the child a high ideal and help him to attain to it. Indeed a child cannot gain anything unless he has something to work for, and

while he is getting the truth out of literature, he is getting his ideas for his great work in the future.

A good time to give this literature to the fresh grade is when they are tired of their everyday work and must have something to keep their little minds at work. They ^{will} all think it mere pleasure, which it is but together with this they are getting that which will ever live and be seen through their actions and work.

This getting of pure thoughts cannot be forgotten. We should give this work to them, not to keep them out of mischief, but in order that they may ever have with them a true friend and companion—a noble thought.

They are ready for it. The beauti-

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but stories of Daniel, Cinderella
Jack-in-the-Beanstalk, Aradne,
The Prodigal Son, Roman Heroes,
Anderson's Fairy Tales, Seaside
and Wayside, Seven Little Sisters,
Each and all, Open Sesame and
many of the myth and history stories
are just what they need. They
must have something to think
about, they cannot be pushed into
the difficult work, just because their
memory is good. Only those who
have noticed the child can realize
what a pleasure it is to him
when he can read a story that
means something, and one that is not
to be forgotten.

He is delighted with his work
and will not let it alone until
he has mastered the whole piece and

finds the truth. Should we then
 tax the child with those little
 sentences which he so much dreads
 when we can give him something
 that will afford him pleasure with knowledge.
 "Yes," you say, "the child is getting
 knowledge but he must also get
 history, geography, spelling and so on."
 Where are our beautiful history and
 geography lessons but in literature?
 Of these stories the child forms a
 picture and Prof. Jackman says "Every
 thing done in the school room should
 have a picture back of it."

If the teacher would have drawings
 to illustrate the different parts in the
 story it would help the child when all
 else would fail but "Why not take the
 passages that would be understood by
 the child?" To this there are many ans

covers; on short extracts the time spent
 is only enough to get the child in-
 terested and so thought culture cannot
 be developed for the whole thought never appears.
 Like that beautiful picture of the Lord's
 Supper by De Vinci, after the picture
 had been shot at, and partially destroyed,
 some of the beauty was there, but the
 greater part was gone and so the pic-
 ture was not complete, so the thought
 and beauty of the selection is destroyed
 when it is cut up for the Reader.

And we are not to teach the child how
 to read, but to teach him to enjoy good
 literature; H. Miller said learning to
 read was learning to enjoy good books.

Give the child good stories and
 good actions will accompany good
 thoughts and high ideals

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