

councilor, landed proprietor and negro slave, sailor, soldier, Indian ally or red-skinned foe-man, stately ladies on horseback or in lumbering coaches, bondmaid and goodwife, all the life and all the display, were seen here as the seat of colonial government for over ninety years, or until Governor Nicholson, in 1698, removed the capital to Williamsburg, whither we shall ride presently, and took from Jamestown all its prestige and power. Then the old capital quickly languished. In 1716 it had dwindled to a half-dozen houses, and now to this—an old tower inclosed by a wire fence to keep off relic-hunting visitors, and preserved as a landmark by the enterprise and patriotism of some Virginia women—the Association for the Preservation of Virginian Antiquities.

Was I not right when I called it the Vanished Colony?"

And as they took carriage for Williamsburg, to which, nine miles away, they rode through the woods and fields of the beautiful York peninsula, they listened again to Uncle Tom's details of Virginia's colonial story, and in the midst of the scenes made historic by many famous people, from Smith and Newport and Delawarr to Washington and Henry and Jefferson, they agreed with him that Virginia's story was indeed deeply interesting, and did not wonder that modern story-tellers draw upon it for material when seeking to put into action the loving, the striving, the passion, the romance, and the adventures of the days of the vanished colony of Jamestown.

OUT-OF-DOOR SCHOOLS.

BY ELIZABETH V. BROWN.



HUNDREDS of miles from any large cities, far away from railroads, steamboats, post-offices, or telegraph stations, thousands of children in the Southern mountains, which make such long black ridges on the maps, are getting their educations in rude school-houses.

For two or three months in the year, when the weather is not too cold, when there is no hoeing to be done in the garden, no fodder to pull or yarn to spin, boys and girls of all ages and sizes gather in one-story, one-room, windowless, stoveless, comfortless log school-houses to learn their A B C's and to sing the multiplication-tables in concert.

School must be for them as dull a place as for little Six Years Old, who summed up her first school-day's experiences in the report, "I

sat on a long bench and swung my short legs and learned to say A," or as for her little neighbor, who grieved because of her disappointment in the teacher who showed her to a seat, telling her to "sit there for the present," and who, although she sat as still as she could the whole day long, did n't get the present.

But for most boys and girls living in towns where thrift and progress have made their way such dull school-days are, fortunately, things of the past; for now, from the tiniest tot of the kindergarten to the grown-up brother or sister of the high school, *activity* is the law of growth for both mind and body. The four walls of even the largest and best school over which the American flag floats to-day fail to provide space enough for these active, growing minds and bodies.

Out, out into the fields and woods, to the museums, art-galleries, public buildings, libraries, factories, large business plants, power-houses, gas-works and water-works, children must go to gather for themselves ideas, materials, and data which are to help them to an



A SKETCHING-CLASS.

understanding of the life about them and to lead them to the right use of books. The school-room is only the "business office," the place where ideas are sorted, related, elaborated, and built up into brawn and brain after the work in the fields, the manual-training shops, cooking-schools and sewing-schools.

Only such education as this is worth the winning; it gives to the boy or girl full mastery of self, makes sound minds in sound bodies, gives broad general culture, and builds up strong and intelligent men and women.

At the great exposition to be held in Paris next summer, education is to have the place of



STUDYING NATURAL HISTORY ON THE BANKS OF A STREAM.

honor. In a beautiful building called the Palace of Education, the work of the school-children of all nations will be exhibited.

The children of the national capital are going to Paris in large numbers—by photographs. Perhaps you would like to see a few of them before they set out on their long journey. Several hundred pictures have been taken, representing all the grades, and showing

the day a street-car full of happy children is apt to speed past a group of waiting passengers on the corner, branches and flowers, collecting-nets and -cases, baskets, hammers, and trowels, all telling the story of a day in the fields. Perhaps this may seem more like play than work, but in all of these ways these children are cultivating their own powers by observing things, doing things, gathering ex-



TEACHING GEOLOGY ON THE SIDE OF A HILL.

the pupils at both their indoor and out-of-door work. Do you go to an out-of-door school? If you come to Washington, you will find classes studying plants and animals, history, government, geography, science, and art, and carrying on this work in the parks, fields, woods, libraries, public buildings, or art-galleries.

Visitors from different parts of the United States are frequently surprised, in the course of their sight-seeing, to come across these groups of children busy with note-books and sketch-blocks. Furthermore, at any hour of

periences and information with which to interpret the knowledge stored up in books.

All the photographs for the exposition are intended to show children getting the experiences which in time are to lead to book-learning.

The wee folks of the kindergarten are sent to work in their garden, where early in the spring they planted flower-seeds, pease, beans, corn, and radishes. Though too young to study botany with a great big B, even these babies are studying plant growth.

At the Smithsonian Institution and its next-



SKETCHING IN A CITY PARK.

door neighbor, the National Museum, the children spend many happy hours among things which constantly interest and delight them.

On Saturdays many of them go alone to see again the objects which they studied with their teachers during the school week.



LEARNING ABOUT BIRDS FROM STUFFED SPECIMENS, IN THE SMITHSONIAN INSTITUTION, WASHINGTON, D. C.



A GROUP OF SCHOOL-CHILDREN STUDYING THE ROGERS "COLUMBUS" DOORS. (SEE PAGE 263.)

The group studying birds in the Smithsonian are either verifying work done in the fields or gathering information for a series of lessons; while the children learning to "tell the

time" are in the museum, where, in the case around which they stand, all sorts of time-measuring devices may be found, from the very earliest to the most recent. The hour-



IN THE NATIONAL MUSEUM, WASHINGTON, D. C. STUDYING DEVICES FOR MEASURING TIME.



ANOTHER MUSEUM CLASS; LEARNING ABOUT ASSYRIAN ART.

glasses, sun-dials, water-clocks, long candles with the hours marked along their sides, allowing just enough tallow or wax between the figures to burn for an hour, and many other

queer "clocks," arouse the children's interest, and lead them to consider the different conditions under which people have lived, and how in different periods of time their necessities



IN THE CORCORAN ART GALLERY. BEFORE FREDERICK CHURCH'S PAINTING OF NIAGARA FALLS.

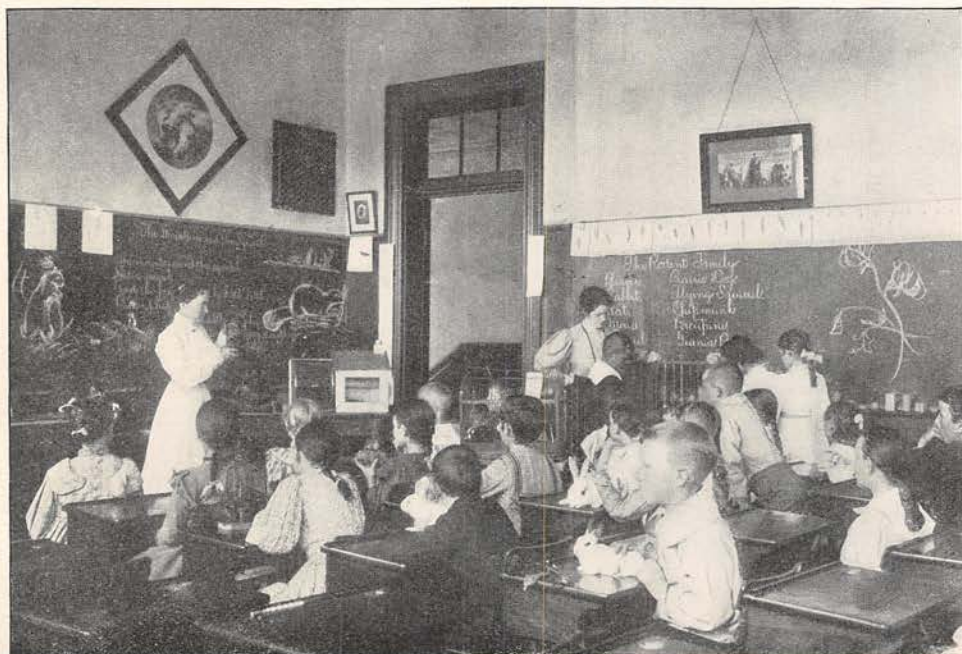


IN THE CAPITOL AT WASHINGTON. BEFORE CARPENTER'S PAINTING, THE "SIGNING OF THE EMANCIPATION PROCLAMATION."

have been met by man's inventions. The history of the magnet, compass, thermometer, the electric light, the electric car, various means of communication; transportation, and other practical matters are studied in similar ways.

The Capitol, with its many historical statues and paintings, the United States Senate, House of Representatives, and the Supreme Court, gives many opportunities for this work.

The class gathered before the Rogers



IN A NEW-FASHIONED SCHOOL. THE STUDY OF ANIMALS AND PLANTS.

bronze doors which lead into the rotunda is studying scenes in the life of Columbus, and a more advanced class is represented before Carpenter's picture of the "Signing of the Emancipation Proclamation."

The children receive an excellent idea of Indian life from the large collection of models, pictures, and relics of various sorts in the National Museum. Lifelike models of braves in full hunting-costumes, of mothers grinding corn, and many other interesting phases of Indian life, teach the children how the earliest inhabitants of our country lived.

From the Indian back to the Assyrian warriors is a long history lesson, but it is really a class in art which is making a tour of the Halls of the Ancients, where reproductions of an old Roman house, and of Egyptian, Assyrian, and Saracenic art are to be found. The Assyrian throne-room is the special point of interest shown in the picture. In one end of the room many steps, guarded by huge lions, lead up to such a throne as that on which Neb-

uchadnezzar sat, while the walls reflect the art ideas of his time. On a background of crude blue the yellow figures seem to be pasted rather than painted, because there were no shadows in Assyrian art.

Other photographs of art-classes show a sketching group in a private garden, and a trip to the Corcoran Art Gallery, where the children are pausing before Frederick Church's "Niagara Falls."

Painted in darker colors, but hardly less interesting, is the picture of the girls who are dealing with the bread-and-butter side of life, which happens at this moment to be a case of learning how to broil a beefsteak.

The hosts of children who go only to the indoor school, with arms full or bags full of books, books, books, could learn twice as fast and more than twice as much if they could go to the out-of-door school too. This has been proved in the city of Washington by the very children whose intelligent, happy faces are seen in the photographs shown you.



A CLASS IN PLAIN COOKING.