

with her teaching her that learning is fun. It's something you've been doing all your life without applying that name to it. It's time for you to realize what really fits the definition so that you can let go of all those bad feelings you had in school and admit that when you sit down with a book, read it, and get excited about it and talk to me, it's because you've learned something. That's just as much learning as from a textbook. She thought that was quite enlightening! It just takes them some time to

AAM: to offset that those values

Lady: Yes, as soon as she would come down in the morning and sit down at the table where we have school, the very fact we have school was "oh dear" how fast can I get through with this? And do what I want to do. So here she is 15 1/2 and I feel that in many ways we are just now beginning. She is a very bright child and she understands things well and retains them well, and I am not concerned - - -

AAM: I remember when I was in 7th grade we had in geography and you'd learn the products of India are-- and they had about 10 or 15 names and the products of Ceylon are-- and you had 10 or 15 names. It was just rote memory and an absolute waste of time. We had excellent schools but that particular thing. It seemed to me they could have given you some understanding of the purpose of these things and the climatic conditions that made them possible! and desirable, but there was nothing like that.

Lady: Here I was a college grad with one yr of graduate study, and it wasn't until I taught geography in 6th grade that I came across a description of the idea of climatic situation that France has. I thought isn't that interesting: sort of the most perfect spot in the world and yet look at what France is, how little they seem to appreciate what God has given them.

AAM: Of course if you take French history --

Lady: I haven't done that yet - -

AAM: You haven't done that yet. There were a couple of books that I enjoyed when I was in high school or earlier, and -- at I happened to pick up in the library. I don't know if -- I think they ~~was~~ were by a man named Gerber, and one was little stories about France, one was little stories about Germany. Something like that. I don't know whether you could even get them now. I remember they took up the various individuals who had been important in the history of and I enjoyed the story of these men so much. It gave a little idea of the situation of their time.

But when it comes to explaining as you said the philosophy -- of the French having the rivers that carried them inland and the Eng. having the border that stopped them, I think it's just as important to remember the English had mostly people who came over here for a place where they could worship the Lord and their objective was to establish homes-- ~~not~~ not to explore the wilderness or explore great territory or become wealthy like the Spanish in S. America. The French who came over were largely trappers and hunters and men who were getting what would make a good sum for them in England. Of course the English eventually learned to ~~get money~~ to do things to get money from England. The French were interested purely in commercial objectives. That made a big difference in their spreading out. I think the English being interested in establishing homes and more