

111  
45

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THE *Educational Times* says that "the friends of education have much reason for rejoicing in the fact a large number of the memorials which are to render Her Majesty's Jubilee memorable will take an educational form. Technical schools, colleges, and endowments of professorships will be, in many cases, the visible signs by which contemporary English loyalty will be evidenced to unborn generations."

THE objection to co-education lies, not in schoolroom association, for that is as helpful in its way as home association, but in the line of work. The amount and kind of study demanded of the average young lady differs, in the minds of some, in quality, quantity, and direction, from the disciplinary studies expected from boys of the same age. The high school for girls is, perhaps, so unlike the high school for boys as to justify the belief of those, among whom was the late Dr. Philbrick, who would maintain separate establishments."—*Colorado School Journal*.

THE superintendent of schools, for the State of New York, says that between three and four thousand public school teachers drop out every year, and that the great majority of the vacancies thus created are filled by the appointment of persons who have little or no experience, and have no intention of teaching permanently. This annual falling off is not peculiar to New York. There is, we

suppose, just as large a falling off in proportion in this Province. The evil is a great one. Two remedies seem to suggest themselves, which it will take time and enlightened public opinion to carry out: Pay teachers of skill and experience a living salary; let teachers honour their calling, and strive by every means in their power to elevate it. Then teaching will be a profession worth remaining in.—*New Brunswick Journal of Education*.

THERE is no such place under heaven as a home for a training school in every strength and every virtue. The best public school system that can be found is acknowledged a poor substitute. Home is a moral gymnasium, where every fibre of a child's being gets its due use and proportionate growth. In the land where homes are perfected, it is of small consequence what public schools are. But, went on Mr. Warren, although America may have as perfect homes as can be found in the world, it has a great many of the other kind; and, unfortunately, all the children are not found in the first. It is on account of the second class that America is in danger; and it is to supply the defects of this second class to the generation now coming up, and to endeavour that the following shall receive the training in that home to which school is an excellent supplement but a poor substitute, that the energies, not only of educators, but of all patriots, should be turned.—*Education*.

IN a long letter to the *Scotsman*, Professor Blackie writes as follows.—So far from helping English, the classical teaching often ignores it altogether. My well beloved brethren, the classical scholars, if they mean to maintain their ground either in lean Scotland or in fat Oxford, even within the limited range to which the progress of things will confine them, must make up their mind seriously to make a radical reform in their method of teaching the languages. Languages, whether dead or living, must

be taught as an art, not a science; must be learned as we learn fencing or cricket, dancing or music, by practice in the first place. The teacher must begin by thinking and speaking in the language which he pretends to teach, and not by subjecting the learner to a dull, grey book, bristling with grammatical formulas. Frequent repetition by the living practice of brain and ear and tongue, working harmoniously together, is the norm of Nature in this domain, which schoolmasters and professors may not ignore with impunity. Taught according to the living method of nature, I will guarantee to give an apt youth more living familiarity with the Greek language in five months than he may now acquire under the despotism of dead grammars in as many years.

ATTENTION, one of the most important elements of success in educational work, was the special subject of Principal Bodington's opening lecture to the members of the Teachers' Training Classes, delivered in the Chemistry Lecture Theatre of the Yorkshire College, Leeds, recently. Professor Bodington said that the teacher, besides having to deal with the mental, moral, and physical progress of his pupils, had as his special province the development of the intellect, in which the main factor was the cultivation of attention. As soon as a pupil learned to attend, his mental progress began, and to a grown man the key to that progress was often the power of attention. Some even thought that genius depended more upon the possession of the power of attention than anything else, Buffon having defined genius as "a long attention." It had been well said that all change, contrast, and transition of mind acted as a sort of arousing shock. There was probably no characteristic which more easily distinguished those who had the teaching gift than the selection of means to sustain the attention. While there must be variety in the stimuli provided, too frequent change of stimulus was equally fatiguing with monotony. Children should be treated as individuals, not machines.