

# The Educational Review.

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### Always Read this Notice.

*THE EDUCATIONAL REVIEW* is published about the 10th of every month. If not received within a week after that date, write to the office.

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THANKSGIVING DAY, October 16th.

TEACHERS' INSTITUTES are held in Gloucester and Kent counties, N. B., on the 9th and 10th October.

DR. PARKIN, principal of the Upper Canada College, Toronto, has resigned his position, and will spend the next three years in visiting different parts of the British empire to consult with the various educational authorities on the distribution of the Rhodes' scholarships.

MR. T. B. KIDNER, Director of the MacDonald Manual Training School, Truro, has returned from a three months' visit to England. Mr. Kidner will

begin the second series of articles on Cardboard work in the November *REVIEW*. Very many teachers have expressed such appreciation of the value of Mr. Kidner's first series, from January to June of this year, that they, as well as others, will welcome the second series.

WE would not like to endorse vigorously the following opinion, but there may be something in it to set men thinking. It is from the pen of a professor in one of the colleges in the United States, and is taken from the *Delineator* for October:

"So far as English literature goes, it is scarcely worth while to teach most men. When they come here very few can speak good English. Five hundred words constitute their average vocabulary. A large proportion of the men in the general courses flounder about for years with no aim or object beyond barely getting a diploma at the end, which amounts to nothing. They think more of athletics than of literature; of sprawling in the mud at football, and the mud seems to stick in and affect their souls. Women are far more serious. I should long ago have given up the post of English literature if it had not been for the interest shown by women who have come to my classes."

WHAT slaves are we to custom! The child must be sent to school with his primer in his hand. What a gain it would be to education to make a bonfire of most of the primers in the world. Then the child would go to school with eyes and ears open to all novel experiences, sights and sounds by the way, ready to translate them into speech and make them the framework of language lessons in the school-room under the guidance of the teacher. How absurd it is to teach language as a thing by itself. And yet we are doing that by a slavish use of the primer. If there is one thing a child can do before he goes to school, it is to talk about things that interest him. Let him continue to do that in school, and be taught reading, writing and number upon this basis. Then as soon as he can read a little, let him be introduced to real literature—the fable, the story, easy nature readings, all carefully graded to his comprehension.