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EDWARD EVERETT HALE, in an admirable article on "How to Deal with One's Children" in *The Chautauquan* for November, pleads strongly for companionship between parent and child. "There is a certain danger, not much, but enough to be considered," he says "that the Juggernaut tyranny of a great public school system may do something to crush out that natural tenderness which ought to bind children and parents, parents and children, in one. Thus, of necessity the school hours must be fixed, and they are unchangeable. All home hours have to conform to them. In bad schools there will be evening lessons sent home. Of course these must be learned, and so much time is thus taken from home intimacies, duties, and pleasures. Because this is all so, it is all the more necessary in America that fathers and mothers shall watchfully keep close to their children, and keep the children close to them, by any device in amusement, in study, in daily work. There is no fear but the children will gladly hold on upon their share in this companionship."

Farther on he says:—"The great advantage of farm work as a school for the training of men, is that it admits so many chances for the father and his sons to be together. It is 'we' who do it, the boy rides the horse while the father holds the plow, or the little boy drops the potatoes while a bigger boy and the father cover them and make the hills."

It is an interesting and a vital question, and one we think to which an answer (for farmers' sons at all events) would more easily be found if, as we advocated in our last issue, something were done to tempt these classes of our pupils to follow the important vocation which their fathers have chosen.

On another page of this issue we have animadverted at length on a proposal to introduce into the public schools of the United States the subject of "Civics." This is the project of a body of men forming the "Institute of Civics." As our readers may wish to know more of this Institute we append the following from *The Citizen* :—

"The Institute of Civics has conducted correspondence relative to its proposed work with nearly five thousand individuals including men of the highest intelligence and character and representing every part of the country; it has secured the co-operation of about two thousand of such men as members of its State and local councils, and at this time the work of formally organizing these councils, in the different States, in order to effective co-operation in the Institute's work, is in progress.

"The Institute of Civics, by the promulgation of its purposes, has attracted the attention and aroused an interest on the part of officers of public instruction, and instructors and students in colleges and public and private schools, to an extent beyond the most sanguine hopes of its friends. Evidence of this is afforded by the following facts: (1) The officers of public instruction in several States have voluntarily signified an intention, at the earliest date possible, to make arrangements by which suitable education for citizenship shall be a part of the work of the public schools, and in one State (Louisiana) action in this direction has already been taken. (2) Through the agency of councillors of the Institute, its purposes have been under the subjection of favourable discussion before State and

local educational associations in sixteen States and Territories. (3) Councillors connected with Teachers' Institutes in eighteen States have signified their intention, as soon as suitable plans can be formulated for their use, to bring the subject of "Common School Instruction in Civics" to the attention of the teachers whom they instruct. (4) Through its councillors who are principals or instructors in normal schools, an interest in the work of the Institute has been aroused in a large number of such schools, in several of which plans are in contemplation with a view to the preparation of teachers for the work of elementary instruction in Civics. (5) Special efforts in the direction of education for citizenship, or the promotion of patriotism, have been made by councillors who are school officers or instructors in the public schools of Chicago, Philadelphia, Cincinnati, Cleveland, New Orleans, Denver, and many other cities and towns. (6) Civics is to be added, or has been added, to the course of studies, as reported by councillors, in a considerable number of the best class of private schools. (7) The Institute is already represented in the faculty of one hundred and thirty colleges by its councillors, the majority of whom are presidents of their respective institutions. The influence of these councillors is evidenced by the fact that in thirty-two colleges plans are in contemplation for more thorough instruction in Civics or studies germane to Civics. Many of these institutions have hitherto given this subject little or no attention. (8) Progress has been made in the direction of permanent organization by the appointment as members of its faculty, of the very able corps of advisors, instructors, and lecturers, whose names were announced in a late number of *The Citizen*, most of whom have already signified their acceptance. (9) The faculty is already in receipt of requests from colleges, schools, and lyceums, and educational associations, for assistance in the preparation of courses of instruction, the selection of reading matter, and the securing of lecturers."