

Educational Weekly

VOL. III.

THURSDAY, APRIL 15TH, 1886.

Number 67.

The Educational Weekly

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TERMS: Two Dollars per annum. Clubs of three, \$5.00. Clubs of five at \$1.60 each, or the five for \$8.00. Clubs of twenty at \$1.50 each, or the twenty for \$30.00.

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PUBLISHED BY

THE GRIP PRINTING AND PUBLISHING CO.,

TORONTO, CANADA.

JAMES V. WRIGHT, *General Manager.*
C. FRASER, *Business Manager Educational Weekly Dept.*

TORONTO, APRIL 15, 1886.

Is there not a little too much twaddle in these days on the subject of making learning "interesting," "enjoyable," "a pleasure instead of a toil," and so forth? There is a grave and radical error underlying this idea. Is not the very fact that learning a lesson is often a downright detestable labour in itself a fact not by any means to be lamented? May we not regard such toil as very excellent mental, or at all events moral, discipline? We heartily agree with the theory that lessons should be made as interesting as possible. He who can do this best, by this very power ranks high as a teacher. Everything should be so taught as to excite the curiosity of the learner. Nothing should be left out of this category—not even the multiplication table if possible. But we

also heartily agree with the theory that the necessity of doing a great many things we do not like is in itself a magnificent education; and it is a part of education very fitting to be practically used in the school room.

THERE is a great deal that is true in the following sentences from the *W. Virginia School Journal*: "The teacher owes it to himself and to his profession to read educational literature. If we go into a lawyer's office and find there the latest decisions and reports of judicial and law-making bodies, we conclude that he is up in his profession. If we enter a doctor's office and find on his table late medical journals, and upon his shelves new medical works, we say at once that he is abreast of his profession. If we find the teacher supplied with educational journals and new works in different departments of education, we know that he is a live teacher. But if we find that he has only some old antiquated school books, we conclude that he is—what?" But there is also something in them which is misleading. It is hardly fair to draw an analogy between the reading of a teacher and the reading of a barrister or physician. Teaching—is it putting it too strongly if we say that it is almost an occult science? Certainly it is an empirical one. At least at present. Some day, when psychology advances, and when "pedagogy" (as some term it) goes hand in hand with psychology, then perhaps the science of teaching will become a little less inexact than it now is. And then "educational literature" will be of the utmost value. However, if there were no "educational literature" now, and no one to read and criticise it, perhaps the time we look forward to would never arrive; so that we may take to heart in all earnestness the *Virginia School Journal's* assertions.

THE *Missouri School Journal* gives expression to some profound truths when it says: "The teacher who demands respect of his pupils seldom gets it. So it is in the preparation of lessons, manner of reciting, promptness, etc. The teacher must

prove himself worthy of respect before he can secure it. He must show them how to prepare a lesson, and prepare it for himself, and show the value of such preparation before he can hope to have his pupils do good work. It is sometimes argued that we put too much stress on the question of tardiness. Perhaps so. If the interest of the pupil be sufficiently awakened, little need there is to speak of these and of other difficulties. The one remedy for all school irregularities and distempers is to awaken an interest in the work. But you say this is a difficult prescription to compound. Granted. Herein lies the difference between a good and a poor teacher. Teaching school is no child's play. It is the most difficult of vocations."

"AMONG the troubles," says the *American Teacher*, "that beset the work of the kindergartner, there is none that seems to be more keenly felt by late correspondents than the difficulty of holding the children's attention to the work when this involves dictation or instruction. It is not an easy matter to give advice when the details of the cases are not known. Still, as a general fact, it may be safely said that when children of tender age fail to give attention, it is because they are not interested. Also, that the interest which secures and holds the child's attention must come from continued agreement between the "work in hand" and the child's inner wants. If the kindergartner has the penetration to discover these inner wants, and the skill to adapt the circumstances and her own purposes to these, she will find it easy to secure and hold the child's attention. Without this penetration and skill, all else is unavailing. The kindergartner may sing and cajole herself into hoarseness, she may smile and gesticulate herself into a mild sort of tarantism, or freeze herself at one end of the table into a statue of Suppressed Reproach if the instruction or dictation has no natural connection with the purposes of the children, these will remain uninterested or bored victims of her ill-directed enthusiasm."