

The Educational Journal.

CONSOLIDATING

"The Educational Weekly" and "The Canada School Journal."

Subscription, \$1.50 a year.
In advance.

TORONTO, DECEMBER 1, 1892.

Vol. VI.
No. 14.

Table of Contents.

	PAGE		PAGE
PRIMARY DEPARTMENT—			
A Helping Hand.....	212	SCHOOL ROOM METHODS—	
Script and Print, Stories.....	212	How to Study Spelling.....	218
ENGLISH—			
An Etymological Quest.....	213	Common Sense Business Lesson.....	219
A Bit of Literature for the Younger Readers.....	218	LITERARY NOTES 219	
EDITORIAL—			
Ideal School Education.....	214	BOOK NOTICES, ETC. 219	
Prevention <i>versus</i> Cure.....	215	MATHEMATICS—	
SPECIAL PAPERS—			
High School Extension.....	216	Arithmetic	220
How best to Secure Regularity of Attendance in Public Schools	216	Correspondence.....	220
HINTS AND HELPS—			
Questions for Teachers to ask Themselves.....	217	EXAMINATION PAPERS—	
A Word on Discipline.....	217	Education Department, Ontario—Annual Examinations 1892.....	221
"Marking" for Teachers and Pupils.....	217	FOR FRIDAY AFTERNOON—	
A Point in Discipline.....	217	Contraryland.....	221
		Somebody's Mother.....	221
		Question Drawer.....	222
		EDUCATIONAL NOTES..... 222	
		EDITORIAL NOTES..... 212	

* Editorial Notes. *

ONE of the papers read at the Brandon convention condemned in terms vigorous, but not a whit too vigorous, the practice of too many trustee boards in advertising for a teacher, of saying "State salary required," thereby putting the education of the young up for competition in a Dutch auction. We know scarcely anything else which tends so much to keep salaries down to starvation limits, and to degrade the profession generally. It would be a good thing if all teachers would join hands in a resolution to answer no advertisement containing the objectionable words. Every self-respecting teacher should be willing to do so.

WE have received within the last few months, two or three communications touching the better observance of "Arbor Day." That day seems far off as yet, but we are thankful for suggestions, nevertheless. We shall be glad if teachers and others interested in the subject will send us any thoughts or recommendations enabling us to make the JOURNAL more useful to teachers in this matter. As the day approaches we will, at the proper time, give our readers the benefit of whatever material may be sent us. If teachers will kindly assist us in this way, the next Arbor Day number of the JOURNAL may be made fresher, more interesting and helpful than any of its predecessors.

"MANKIND," says Arthur Helps, "is always in extremes." One striking instance of this tendency to extremes is the almost

total neglect of memory-training which now characterizes some, perhaps all, of our best schools. In our own school days the memory was seemingly regarded as the chief mental faculty possessed by the child and was cultivated at the expense of perception, reason, and every other. We scarcely know which is the worse error. If it is true, as we had occasion to quote in our last number, that childhood is the period of sense-perception, it is no less true that it is the period when memory is in the ascendant. The fact is indisputable. Every child's memory should be stored with something better than mere fragmentary "gems."

AT the recent meeting of the Wentworth Teachers' Association, in Hamilton, an important resolution was passed at the suggestion of Principal Hill, of Dundas, recommending a change in the present regulations touching the Drawing course in the public schools. The resolution, a copy of which has been forwarded to the Education Department, recommends that, in lieu of enforced uniform adherence to the course outlined in the authorized books, which require free-hand drawing exclusively, an option should be allowed to pupils, on reaching the highest form, between free-hand and mathematical drawing. The option would apply to two books of the six constituting the course. The change would meet with favor from parents desiring to forward their children in geometrical drawing. For aught we can see, the change would not necessarily involve any loss, from the purely educational point of view.

DR. STANLEY HALL claims that every moment over a half-hour's attention exacted or sought to be exacted from the youngest children in the primary school is a mistake. He is undoubtedly right. The school hours for the younger pupils, in all our public schools, are altogether too long. The idea of expecting from a child of seven or eight years of age, five or six hours of brain-work per day is preposterous and the attempt cruel. True, we have improved somewhat upon the old methods in that, in all schools of the better class, the monotony and fatigue are, to some extent, relieved by the introduction of various exercises of a different kind, such as songs, marches, calisthenics, etc. Still, the hours spent in the school-room are too long by half for children under eight,

and too long in proportions varying with the age and other physical conditions for older children. It is this, among other mistakes in method, which causes so many children to hate what should be a delight. We often feel a profound pity for young children in this city, who are not only cooped up for five or six hours a day in the school-room, but are actually robbed of a large portion of their evening and morning play by being obliged to do a certain amount of home-work. Truly we need another humane society—one for the prevention of cruelty to children in the schools—cruelty inflicted under the sanction of law, and, in most cases, with the consent and approval of parents.

THE question of corporal punishment in the schools is still troubling the teaching fraternity in England. The action of the Jubilee School Board, noted in another column, has called forth a warm protest from the *Schoolmaster*, which urges the Board to reconsider their action. It styles the "C.P. regulations" impossible. "These young men," says the *Schoolmaster*, "have each practically the responsibility of a fairly-sized school at his back. They are, probably, working apart in what are to all intents and purposes separate school departments. Exactly those of their pupils who are naturally the most precocious are the ones first to find out that their teachers are crippled by regulations prohibiting them from laying the finger of wholesome correction upon their bodies. And what happens? The youngsters "try it on" to an extent that would turn the hair of an outsider gray in a week. If the teacher, driven to his wit's end, takes the law into his own hands, the pupil of any spirit is rendered increasingly refractory because he recognizes that his teacher "has no right to touch him." Truly those who are really anxious for a minimum of corporal punishment in our schools are those who advocate the investment of the certificated assistant with discretionary powers as to discipline. The moral effect of that investment and the deterrent influences of the rod *in terrorem* would minimise and rationalise punishment in the schools to an extent not yet conceived by most School Board members."

What strikes one as peculiar is the seeming total absence of any conception of a more excellent way of obtaining and maintaining control than the holding up of the rod *in terrorem*. The assumption is that the normal relation of teacher and pupils is one of war.