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## Editorial Notes.

WE are aware that we ought, according to the good old custom, to have put a good deal of special Christmas matter into this number. But the fact is that we had so much "copy" of a distinctively educational kind on hand that it seemed better to make use of as much of it as possible. It is not likely that any of our readers will want for Christmas verses and stories. We, therefore, while fully alive, we hope, to all the happy associations and hallowed joys of the Christmas season, content ourselves with wishing from the bottom of our hearts every reader of THE EDUCATIONAL JOURNAL a very happy Christmas-time!

WE are obliged to the friend who has kindly sent us a full report of the proceedings in connection with the recent trial and conviction of certain persons before the county judge in East Toronto for assault upon the principal of the Public School in that municipality. The teacher's offence, which provoked the assault, consisted in his having flogged the son of one of the parties who afterwards made the assault. The case will be of interest to many teachers. The charge of Judge McDougall, in pronouncing the sentence, is important as showing the sufficiency of the law—and, we may add, the readiness of the courts—to protect, to the fullest extent, teachers in the exercise of their authority. We have not room for the report in this number, but will publish it in the next.

SPEAKING of the temptation to dishonesty at school examinations, Professor W. B. Jacobs, in the *School Review* for November, affirms his belief that there are "two facts which perhaps unconsciously yet with right (?) influence the boy": First, the boy recognizes that a more or less overdrawn and more or less artificial importance is placed upon the examination test. Second he has learnt by experience that the element of chance enters into every examination, that "within cer-

tain limits it does not differ so very much from a respectable raffle after all." There is, no doubt, a good deal of truth in this view, but the boy must have a very poor standard of morality who can quiet his conscience with such narcotics.

PROFESSOR JACOBS takes a rather pessimistic view of the resources of the teacher in the matter of securing honesty at examinations, especially as regards the possibility of making the examination a means of character-training. He must sail, he thinks, between the Scylla of watching the pupil with falcon eye, and so giving him the impression that his teacher judges him capable of knavery, and the Charybdis of placing all confidence in the boy's integrity, and devoting himself to other work. In the former case the boy, with feeble but fatal logic, concludes that he may as well get the profit of his reputation, and so makes the exercise a contest of wits. In the latter the temptation may often prove too strong, and honor fall. Surely these alternatives do not exhaust the possibilities.

THE foregoing reminds us of a suggestion made in a postal card which we received some time since, the contents of which were, from its having been wet or some other cause, only partially legible. The legible part contained a suggestion which is worth considering. It was that the candidate be required to put the printed question paper back into the envelope with his answer papers, and that no marks of any kind be permitted upon such question paper. This would prevent one student from assisting another by exchanging his question papers, with hints or solutions written upon them. The influence of the teacher who is distrustful and suspicious is sure to be morally worthless, if not worse. On the other hand, confidence misplaced and betrayed tends only to evil. After all, it should not be difficult to convince any reasonable pupil that the regulations for the conduct of examinations have necessarily to be made for the lowest, not for the highest or even the average, type of candidate.

"MYRA," who kindly sends us the lesson on Queen Victoria for the Intermediate Department, says: "Many teachers say they can always get articles suitable for supplementary reading in junior classes, descriptive of famous men of the United States, but not of those with whose history we would particularly wish the children of our Public Schools to be familiar." We shall be glad to have other similar stories of persons celebrated in British and Canadian history from "Myra" and others, for use as supplementary reading lessons in the classes referred to. "Myra" says that the Intermediate Department has added greatly to the usefulness of THE JOURNAL as a paper for teachers of rural schools. This is one of its special designs. We trust that many teachers will, like her, help us to perfect this department for that purpose.

HENRY ROSTE, Rawdon, writes THE JOURNAL expressing his full agreement with Mr. Boyle that maps and charts should be hung on the walls of the school-room, and not tucked away in closets or corners, when not in use. Mr. Roste thinks that there is another thing in respect to which every teacher should feel bound to do better than most do, viz., the improvement of the school grounds. He says: "I know of grounds fifty or sixty years old that are still covered with stones that have lain there for five or six thousand years." We do not understand that the present teachers have been passing by those stones and neglecting to have them removed during all those centuries, but only during the period of each one's incumbency, whether longer or shorter. That is bad enough. We have had the impression that so good a use had been made of Arbor Day that few cases would now be found in which an Ontario schoolyard remains in a state of nature, such as that described by our correspondent. It is not too soon for the teachers to begin planning for the improvement and decoration of their school grounds next Arbor Day. We should be glad if those who have had experience would think about the matter, and send us a large number of short letters containing facts, hints, and suggestions touching this matter. These we should like to have for publication in our next Arbor Day number, which will be either the first or the second number in April.