

# The Educational Journal

CONSOLIDATING

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

TORONTO, OCTOBER 1, 1895.

Vol. IX.  
No. 10.

Subscription, \$1.50 a year  
in Advance.

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## Editorial Notes.

WE are glad to note that the essay on "The Fundamental Principles of Book-keeping," by J. W. Johnson, F.C.A., which appeared in our columns some months since, has been republished in pamphlet form. Mr. Johnson requests us to say that a copy of it will be sent free to any teacher on application to the Ontario Business College, Belleville, Ont.

"FAIR exchange is no robbery." Professor Dale, of Toronto University, having been requested to send in his resignation of the chair he had occupied with exceptional ability for a number of years in Toronto University, in consequence of a letter he sent to the press during the late difficulties, the authorities of that institution have appointed Professor Fletcher, of Queen's, to the vacancy. This left an important vacancy at Queen's, which, it is now announced, has been filled, temporarily, at least, by the appointment of Professor Dale. Thus the wheels go round.

AN educational exchange thinks that the reaction against the injurious memorizing of the past has gone too far, and that the faculty of memory is being un-

duly neglected and discredited. The current phrase, he says, is about this: "Do not allow the child to commit to memory what he does not thoroughly understand." This is equivalent, he argues, to saying, "Do not allow the child to memorize." "The process of comprehending or elaborating is a life-long process, and presupposes material committed to the memory." Is there not here a confusion of ideas, illustrated in the use of the word "elaborating" as the equivalent of "comprehending"? Is not comprehending the essential antecedent condition, without which elaborating is impossible? The fact is that no mental process of any kind can be carried on without the constant action of the faculty of memory. The only question, we think, among educationists is with regard to the proper use of memory. The pupil can prepare no lesson successfully without embedding the underlying principles or ideas in memory, and the more thoroughly he comprehends the various principles, and their relations to each other and to the processes performed, the better will he remember what he has learned. The thing deprecated by most thoughtful educators is the memorizing of words or figures which convey no ideas to the mind of the learner. The tendency of this practice is not only to disgust the pupil with the mental, or, rather, mechanical, drudgery, which has none of the rewards of mental struggle and conscious victory, and, worse still, which tends to beget or confirm a mechanical habit of mind, very hard to overcome. What teacher would not rather undertake to convey a knowledge of grammar to a pupil capable of comprehending its fundamental principles, but who had never had a lesson in the subject, than to one who had, as multitudes of us did in the old days, accurately committed to memory all the definitions and rules of the text-book, without having got any grasp of their meaning?

TOUCHING the matter of corporal punishment in schools, Dr. D. McIntyre, Superintendent of the Public Schools in Winnipeg, Man., says, in his annual re-

port: "All forms of punishment are being less and less used as our teachers acquire more experience." In order to prevent the hasty exercise of corporal punishment by teachers of limited experience or uncertain temper, the following regulations were adopted by the School Management Committee:

(1) That hereafter no corporal punishment shall be inflicted for any offence until the matter has been submitted to the principal, and his assent to the infliction of this form of punishment received.

(2) That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap.

(3) That immediately after the infliction of such punishment a report of the same on the form below shall be filed with the principal of the school, who shall keep the same for reference.

### CORPORAL PUNISHMENT REPORT.

Pupil's Name.....  
Particulars of Offence.....  
Particulars of Punishment.....

Teacher.

It is something to have the indiscriminate boxing of ears, and slapping of cheeks, and trouncing of backs and limbs, which used to be one of the daily recreations of a certain class of teachers, thus unceremoniously prohibited. It is also an excellent plan, if the time has not yet come when a complete reform can be carried out, to require such a report of every case as that provided for by this system. If this report is rigidly insisted on, the beginning of the end will soon come. It seems, however, to be assumed by the managers in both Toronto and Winnipeg, and in many other places, that there is no danger of permanent physical injury from the use of the form of punishment permitted. We should like to have the opinion of a competent surgeon or physician on this point. In our opinion, however, the danger of injurious physical results is always the least of the evils of the flogging system.