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The Canada School Journal.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction in Quebec.

Recommended by the Chief Supt. of Education for New Brunswick.

TORONTO, MAY, 1878.

—The letter of Rev. Father Stafford, in another column, is worthy of special notice. His liberal offer is deserving of the highest praise. It will no doubt be fully appreciated by his co-religionists, and should do a good deal to advance the interests of Separate School education. Father Stafford, in making his generous offer, is merely extending to the Province a portion of the good things which he has for many years been giving to his parish.

Our educational institutions have not yet been very liberally endowed by private citizens, and it is to be hoped that others may be stimulated by the action of Father Stafford.

SUMMER NORMAL CLASS.

In harmony with the suggestion of Mr. Platt, P. S. Inspector, Prince Edward, in the April number of the JOURNAL, that a vacation class for teachers should be held in the Thousand Islands during the summer holidays, a letter has been received from Dr. E. O. Haven, President of Syracuse University, and President also of the "Thousand Island Camp Association," kindly offering accommodation on Wellesley Island for such a class. A Canadian gentleman has been requested to prepare a course of lessons and engage a staff of competent instructors. The expense to teachers would be merely their board, at very low rates. The Island will be much more accessible this year than formerly. Those who can attend the class take advantage of the other interesting meetings going on the Island if they choose to do so. It has been suggested that Arithmetic be added to the subjects named in the last JOURNAL. Teachers may expect particulars in our next number.

—A bill has been introduced into the United States Congress, one clause of which reads as follows:—

"The School officers shall introduce, as a part of the daily exercises of each school in their jurisdiction, instruction in the elements of social and moral science, including industry, order, economy, punctuality, patience, self-denial, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-respect,

hope, perseverance, cheerfulness, courage, self-reliance, gratitude, piety, mercy, kindness, conscience and will."

It is questionable whether great benefit would follow the giving of set lessons on the subjects in every school. There is no doubt, however, that the school itself should be so governed and conducted as to give a constant "object lesson" on each of them. Precepts are good, but practice makes much deeper impressions. Froebel made the cultivation of morals and the acquiring of good habits, without giving any theories to the children, a prominent part of his Kindergarten system. The Regulations for Ontario are prepared with a similar view. The following is laid down as part of the duties of Teachers:

"Each Master and Teacher is enjoined to evince a regard for the improvement and general welfare of his pupils, treat them with kindness combined with firmness, and aim at governing them by their affections and reason rather than by harshness and severity. Teachers shall also, as far as practicable, exercise a general care over their pupils in and out of school, and shall not confine their instruction and superintendence to the usual School Studies, but shall, as far as possible, extend the same to the mental and moral training of such pupils, to their personal deportment, to the practice of correct habits and good manners among them, and omit no opportunity of inculcating the principles of TRUTH and HONESTY, the duties of respect to superiors, and obedience to all persons placed in authority over them."

COMPULSORY EDUCATION IN ENGLAND.

There is no class of people in this country who declaim so loudly against stringency in school regulations relating to attendance, punctuality, &c., as a portion of those who have come from the British Isles, and especially from England. It is amusing with what fluency they often talk of "the rights of the subject," "British liberty" and similar themes. They "wonder how long such tyrannical nonsense would be tolerated in England." "Why, such outrageous laws would soon raise a rebellion there," &c. It is useless to attempt to reason with such men, and it may aid in convincing some of them to read the following, clipped from an English paper:—

"John Watson, greengrocer, of 25 Stelman street, Hackney, was summoned under the Elementary Education Act, for employing his own child, under ten years of age, in a trade. The proceedings were taken under Section 5 of the Act of 1876, and were the first of the kind under the Act, which came into force this year. Mr. Hotherington, Sup't of Visitors for the district, stated that under the section no person was allowed to take into his employment any child under the age of ten years and upwards who had not obtained certificates for reading, writing and elementary arithmetic. If it were said that the child in question was over ten years, he was in a position to prove that the child had never obtained such certificates. John Gainsborough, a 'visitor' to the School Board, deposed that William Watson, aged nine years and six months, the son of the defendant, was absent from school. He saw the boy on October 20, washing a cart used by his father in his business. On the 21st the boy was shovelling coal in the shop, and on November 2nd witness saw him in his father's