

# The Canada School Journal.

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## The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

An Honorable Mention at Paris Exhibition, 1878.

Recommended by the Minister of Education for Ontario.

Recommended by the Council of Public Instruction, Quebec.

Recommended by Chief Superintendent of Education, New Brunswick.

Recommended by Chief Superintendent of Education, Nova Scotia.

Recommended by Chief Superintendent of Education, British Columbia.

Recommended by Chief Superintendent of Education, Manitoba.

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

### "SUPPLEMENTARY READING."

There has been a universal stir among the educational publishers in England and America during the past two years in producing "supplementary" reading matter for schools. There has been a great amount of trash issued under this dignified heading, but there is also some of a very high class, as regards selections, arrangement, and mechanical execution. For the very little ones we strongly commend *Our Little Ones*, and *Little Folks' Reader*, both published in Boston; the former by the Russell Publishing Company, and the latter by D. Lothrop & Co. There is not the slightest question that *Our Little Ones* contains the finest engravings ever inserted in a child's magazine. It is edited by that well known friend of children, Oliver Optic, and is not only suitable as a child's "supplementary" reader, but would be undoubtedly the most charming means of enabling children to teach themselves to read before entering school.

There is another class of "supplementary" reading matter, designed for higher classes. Of this class we decidedly prefer the series published by Houghton, Mifflin & Co., of Boston, of which the "Longfellow Leaflets" are probably the best. The conviction that to give a pupil a sound knowledge of his own language and literature, is the highest single duty of a public school, so far as intellectual culture is concerned, is rapidly gaining ground among educational thinkers. These leaflets afford the very best means of accomplishing this desirable result. The choicest selections from the poets are printed on separate sheets for use by the pupils, and bound in one volume for the teacher. The arrangement is simple and excellent, the object is the very highest kind of culture, and the way in which the leaflets are printed and illustrated, is worthy of the reputation of a house that aims to be a model in all respects.

### DELIBERATE LEGISLATION.

—We have on several occasions urged the propriety of delay in taking final action in reference to School matters in the leg-

islature. We suggested that important questions should not be decided during the session in which they are introduced. It is well that changes should only be made after the most careful consideration, so that what is done may not soon have to be undone.

It is with much satisfaction that we note the fact that Mr. Mundella, Minister of Education in England, has set an example in this respect worthy of imitation by those in authority in Canada. When he decided to introduce a new Code he first called together a committee of inspectors and others, from whom he received suggestions and assistance in preparing the proposed changes. Then he submitted his proposals to parliament, but instead of pressing them, or allowing them to become law, he withheld final action until they could be submitted to the public. He requested practical men to consider them, and give him the benefit of their views. In this way he has secured the counsel of the teaching profession through their associations, and the educational journals, and of the interested public through the newspapers. With such a host of practical advisors representing all classes and interests, Mr. Mundella will be able to meet parliament in 1882 prepared with an amended code, which will embody the best public opinion concerning the questions with which it deals.

We respectfully direct the attention of our Canadian Ministers of Education to the course pursued by Mr. Mundella. Hon. Mr. Crooks has already adopted the plan of submitting certain questions to teachers for their consideration before introducing them to parliament. We believe that he might do so to a greater extent with advantage. With conventions meeting in every county twice a year under the departmental regulations, with the provincial convention meeting annually, and with a legislative committee specially appointed by that association, and representing the three sections of the teaching profession, Ontario has unsurpassed facilities for obtaining the opinions of teachers in regard to any educational question. Fortunately in enlightened communities educational questions are discussed without reference to party, and the plan of submitting proposed amendments to the people, would have the effect of still further removing School matters from the arena of party politics. A School Bill would not then be a party measure, but a measure of the people. The following language used recently by M. Gambetta is appropriate in this connection. "We place the interests of the great question of public instruction above all personal quarrels, and it pleases me to see that, in the midst of the inevitable antagonisms of public life, all good citizens are united on this point. Of all the efforts of thinkers, writers, and statesmen, there is only one which is really efficacious, profound, and productive—viz, the diffusion of education, that social capital, the best of all capitals, which gives every man who comes into the world the means of gaining all other capitals, and thus of securing a position without force, without violence, without civil war."