

All of which, being very clear, is doubtless well suited to the intelligence of third-class teachers who have charge of pupils in their first reading book.

The preface says: "The readings in poetry have not been inserted as forming part of the scheme of lessons." For what purpose, then, are near 500 lines of poetry (!) inserted, where the prose readings only number but few over 1,100 lines? Then, we may ask, if some authors' names are given, why not all? The answer obviously should be, because they have been taken from the American children's books. It is either of consequence the authors should be known, or it is not. If of no moment, why give any? But surely it must be of especial interest to children in their first book that they should know that one piece is "from the German," another from "Easy Steps for Little Feet," and another from "Posies for Children."

If there can be no positive objection to these "readings in poetry," so far as the lines themselves occur, we contend that they are for the most part not "readings" at all. They are chiefly nursery rhymes, from children's gift and Sunday-school books, so old, so hackneyed, and so well known, that the majority of children can repeat them in sing-song style without reference to the book, and every one knows how difficult it is to get a child to unlearn any familiar patter. Even these are not correct. In "Twinkle, twinkle little star," for instance,

"When the blazing sun is gone,
When he nothing shines upon,"

should be,

When the glorious sun is set,
When the grass with dew is wet.

or else we want further information as to the part of his course the sun has nothing to shine upon.

These rhymes occupy space that might have been much better filled, and warrant the belief that the compilation is such as a young teacher would probably pick from a heap of miscellaneous literature. What can be more out of place than to repeat in a new series of readings.

Mary had a little lamb,
With fleece as white as snow,
And everywhere that Mary went
This little lamb would go.

This is, so far, all right, but the continuation as heard frequently enough in the school play-ground, naturally suggests itself.

But when she took her little walk,
Dressed all so clean and neat,
Her lamb one naughty habit had,
It dirtied in the street.

This verse is, rightly enough, omitted, but the variorum edition would have been a change:

Mary had a little lamb,
With face as black as jet,
And every where that Mary went
She took her pretty pet.

Reading can never be taught by such worn-out jingles.

Again: the old, old story—"The milkmaid and her basket of eggs" might fairly be relegated to the child's story book, without loss to the schools of On-

tario. This fable, published by La Fontaine, in 1678, has already had a run of over two hundred years.

The evening hymn—"Jesus, gentle shepherd, hear me," beautiful in itself, has attained such a degree of popularity through the various Sabbath-schools where it has been taught, that it may, as a lesson, be said but not read; it is, therefore, useless for the proposed object of the book—to teach reading.

The word "Orthoepist," which occurs twice, pp. 57-84, may be yoked with "Digram," which occurs about twenty times, as to the information conveyed by it to the infants. The word "color," p. 63, is left without a remark as to whether it should be pronounced as "culler" (a selector of words), or as it is read in the word "Colorado."

On p. 8 we have a lesson about paying pew rent, which, considering the general pretty strong feeling on the point, had better have been omitted.

An article, on page 63, sufficiently shows the source from which the marvellous inspiration emanated, that imposes this paltry collection on the tax paying public. It is called "The Story of a Dime." Now, as the dime is not an English or a Canadian coin, and as all the facts the article contains might (with the most trifling variation), be said of any coin; it is clear that the United States gave us this piece of intelligence, perhaps it was done with a view to prepare the infant mind for annexation, by familiarizing it with the coins expected to be handled before long.

This idea is borne out when we notice the amusement (p. 31) of gathering "Clam shells on the lake shore."

We have also a gleam of a United States' park, for where else could we view such a scene, as that attempted to be depicted on p. 22. A bare-headed old harpist playing, a girl singing to the music, and a so-called Turk flinging his knives at a mark. In this article we are told "larks do not live in Canada."

In Dr. Ross' "Birds of Canada, there is an engraving of "The Shore-lark," "which arrives in Canada late in the fall; while on the wing it sings sweetly. It is one of our few winter birds; in March it leaves for the north to breed." Also, an engraving of "The Meadow Lark," "one of our most common and beautiful summer visitors. It arrives here about the 15th March, and leaves about the 1st November."

Dr. Mulvaney, in his "History of Toronto" speaking of its feathered inhabitants, says:—"Of the lark family, there are two which are constant denizens of our suburbs, the Shore lark and the Meadow lark. The latter is identical with the British song bird."

From these extracts it will be seen (what every intelligent farmer knows), that we have larks with us throughout the year, notwithstanding the new Reader to the contrary.

Great expectations having been aroused we have noticed these two parts particularly, because the best talent in the Province sent forth in books, as well got up as these new Readers, did not meet with the Minister's approval; instead thereof a manifestly inexperienced hand has been employed to make the hotch-potch, and he has made it. We feel certain that the experience and matured judgment of Dr. Hodgins, the Deputy Minister of Education has not been consulted respecting this twin monument of Canadian literature.