

How long must this scrap business continue? Is it surprising teachers find it difficult to whet the intellect of their pupils with these piece-meal selections, that as a rule have neither head, tail, nor body of an interesting subject. A distinguished lady teacher said on one occasion similar to this:—"The best of the 'reading books' is but a scrap-book. The scraps may be of purple and fine linen, of scarlet and cloth-of-gold, but they are scraps still. Can we wonder that the child to whom we have shown only shreds and patches, has no conception of the royal robes genius wears."

Is it too low an estimate to say three books might constitute the series, letting even the Fourth book with its literature lessons drop out of use? The "Literature Lessons" are the only portions of this book now studied, they and the contents of the Literature Note Books being actually memorised for coming use. These books compiled with better literary taste, and more accurate appreciation of the requirements of the pupils than are manifested in the present old series, with a whole book, some good English Classic, authorized by the Department at stated periods, would afford literary training for the entrance pupils they do not now receive, while pupils remaining in the public school could pursue to some purpose the rudiments of literature.

As already intimated the choice of text-books is a matter of importance. And when the interests of half a million pupils are suspended on the selection, the transaction assumes immense proportions, and were the schools not all organized on the same basis, and were they not all Canadian schools, established for English speaking children almost exclusively, the exceptions anxiously eager to learn English, the adopting of one series to varied wants would be difficult. But as the schools are uniform in all essential features, differing only in the measure of usefulness they reach, choose readers for one school and you settle the choice for all of them. The Education Department is in possession of all information regarding the founding, and the subsequent growth of the system; its wants, its weaknesses and its merits. The Educational head is surrounded by the accumulated experience and wisdom of the educational profession, available for his use if needed. The responsibility of a mistake would be so great, the evil so widely spread and so generally felt, that the country may repose in the confidence that no change will occur unless fully warranted by necessity.

No text-book will meet the requirements of the schools for an indefinite period. In all pursuits progress is accompanied if not effected by improvements in machinery, and whenever the circumstances of the schools require it, or an improvement in their condition can be accomplished thereby, a change in part or of the entire series must under suitable regulations be made. Can the profession of teaching be elevated to a status that will render it a matter of little importance whether text-books be authorized or a perfect freedom of choice in the selection of them be exercised?

It is a feature of the present operating of the Ontario system of

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