

school should be supplied with a set of weights and measures, and through these the tables should be learned. Suppose the lesson is on measure of capacity, the teacher, instead of requiring the pupil to commit it to memory, either from the book or as written on the board, proceeds in the following intelligent way: He first exhibits to his class the various measures and allows them to be inspected, next he teaches the names of each, and by actual measurement by the pupils themselves, constructs the table. One pupil takes the pint measure and

finds that he will have to empty it twice to fill the quart, then two pints make a quart. Another takes the quart measure and finds that he will have to empty it four times to fill the gallon, then four quarts make a gallon, &c., &c. Besides the exercise afforded in the construction of the tables, many others interesting and valuable will be suggested to the skilful teacher. If pupils were taught the tables in this rational way, I see no reason why Reduction should present more than the ordinary difficulties of any new rule.

(To be continued.)

SCHOOL-BOOK EDITING AND AUTHORSHIP.

BY THE EDITOR.

NOT the least of the evils which have come of the changes in the text-books in use in the schools of Ontario, since the Central Committee replaced the Council of Public Instruction, is the unchecked development of a system of native school-book editing, trivial as to the extent of the work undertaken and often offensive in the manner in which it is accomplished. In the list of authorized books of one publishing house in our midst, at any rate, scarcely any book, however good in itself, and however satisfactorily it has met the wants of the educator in either the English or the American market, has been considered fit to find its way into Canadian schools without passing through the hands of this editor or that, or without being freighted with the super-additions of those more ambitious than modest in acting as sponsors to the books put upon the authorized list. So preva-

lent has this custom become of subjecting approved school-books to native editing, that we can quite fancy the original author hesitating to give his consent to a Canadian edition of his work, lest it should be disfigured by the puerilities of some pretentious native editor, or be disguised under the "improvements" of a would-be adapter of his labours. However this may be, this, at least, we have knowledge of, that in the case of school-books of American authorship, many of their publishers have assured the present writer that they shudder to learn that any of their copyrights have been introduced into our schools, lest it should lead to the Canadian republication of the books and to the too-often inequitable disregard of the author's rights in the yield from their sales. So alarming, indeed, have been the moral ravages upon the good name of the country by these acts of Canadian publishing houses, that