

We purpose to review the present system from a teacher's standpoint. Our experience enables us to enter into a comparison involving the system of no fewer than fourteen States of the American Republic, together with the schemes, for they can hardly be called "systems," of Nova Scotia, New Brunswick, Quebec, Newfoundland and Prince Edward Island.

Let us place ourselves in the Queen City. In the basement of a large two-story brick building is a large school-room, crowded with children of from four to eight years of age. The walls of the room, not remarkably high, of course, for 'tis the basement, are hung with two or three tattered maps, charts or pictures, and a small black-board, innocent of chalk marks, hangs behind the teachers desk. Besides these, not a solitary piece of apparatus or appurtenance of education of any kind can be seen.

Place yourself in imagination in this school-room; watch the teacher as she calls up her classes one by one, and goes through the important facts that certain hieroglyphics are called by certain *names*, as a, b, c, &c.; that certain combinations of these characters are called by certain other names, as "cub," "man," and the like; that certain combinations of these latter names, as two and three, for example, are called by still other *names*, as five, six, &c. But if you wait to see the children receive any idea from all this, I fear you will wait long and get very little satisfaction. *Words* are plentiful, but ideas or material representations of names very few.

Let us ascend to the upper story. Here we find a spacious airy room, handsomely and conveniently furnished. The walls are covered with maps, charts, pictures, or black-boards. Closets, shelves, or tables, are loaded with all the apparatus and appliances a teacher can desire, for carrying on the work of education. The room is sparsely filled with pupils of from ten to twenty years of age. The desk accommodation is ample and modern. This room is presided over by an active, capable, earnest teacher, who labors diligently to interest his pupils in their work, and to push them forward into the higher mathematics and the dead languages.

Let us change the scene to a rural school-house in any school section, unlimited to any locality. Is it necessary to describe the internal scenery? Should the reader be asked to wade through the horrors of the Public School, in four thousand of