

can be done most effectively by having selections bearing upon these points placed in our reading books. Lessons on temperance, hygiene and science might very profitably be introduced. But some one may say the introduction of these things will make our books too cumbrous and expensive. This does not necessarily follow. There are now many lessons that might be struck out, and our children would not suffer intellectually by their absence. In this way the books need not necessarily be increased in size or price.

In conclusion, permit me to say that I have by no means exhausted this subject, but have simply given you my views concerning some points of the most important educational topic that has come up for discussion for many years. I have tried to look at it impartially, and in the interests of our Public Schools, believing that their interests and theirs alone, should be paramount in deciding which

series shall be adopted in this country. To those who may be called upon to assist in making a selection I may say that I should very much like to see only one series authorized in this country, and that whatever reading books may be adopted, that every teacher and every Trustee Board will see that none others are allowed to be introduced. It is not necessary for me to say more, but simply to ask you to consider carefully the following points: (1) The mechanical work of the books; (2) their adaptation to the wants of our Public Schools; (3) that the selections shall be of high literary merit; and (4) that they shall be distinctively Canadian. I firmly believe in these principles, and trust they will commend themselves to your judgment. If a wise selection is made, I look forward hopefully to the prosperity of our schools, and believe the community at large will cheerfully sustain them and take a deeper interest in their welfare.

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## ELEMENTARY TRAINING IN OUR SCHOOLS.

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**I**N these days of highly advanced learning, of High Schools and colleges, of examinations, and newspapers to tell of the result of these examinations, when the object of the great majority seems not to be to obtain the possession of a store of solid and useful knowledge, but simply to gain a notoriety for superiority, whether merited or unmerited, we are apt to give more attention to that which, apparently, will give the quickest and best returns, to build a fine superstructure, while neglecting to see if the foundation be sound, or in other words to cram and drill the senior pupil at the expense of the junior.

It is a fact, that in far too many cases a great part of the educated, as well as the ignorant portion of the population, judge of a teacher's capacity and standing, by the number of pupils he manages to literally shove through an examination. This, it is needless to say, is a very poor criterion, but, as it is one very generally accepted, it must necessarily have a great effect on the teacher's plan of working. For, as it is to the senior and most talented pupils that he must look to secure him this reputation, he, of course, is naturally tempted to give an undue share of his time and attention to these not favoured, but favouring few.