

has been issued, and the meeting promises to be of more than average interest. The evening addresses will be delivered by Prof. Marshall, of Queen's University, Dr. Oldright, of Toronto, and the president, Mr. Archibald MacMurchy, M.A. We notice in the programme a paper by Mr. John E. Bryant, M.A., of Galt, on "The advisability of a change in the administration of the School Law, by the appointment of a Chief Superintendent of Education and a Council of Public Instruction, in lieu of a Minister of Education." Here is a subject of vital interest to education and to the teachers of the Province, and its discussion should be freely and dispassionately entered upon, with the object of securing a frank and unreserved opinion from each member of the profession, on a matter concerning its present weal and future prosperity. We have already expressed our own views, and we should like to hear the judgment of the profession on the question. The growing conviction of the country seems to be in favour of a speedy return to the old system; and, apart from all political considerations, it would appear to be the almost universal opinion that education has everything to gain by disencumbering itself of the political ministership, and permanently placing itself under competent and unpartisan administration.

RESIDENCES FOR TEACHERS.

WE are in receipt of a municipal blue-book for the County of Halton, containing the annual School Report of the Inspector, Mr. R. Little. The Report is interesting in many particulars, and its arrangement and detail are characteristic of the intelligent zeal of this painstaking school officer.

We make a quotation from the Report on a matter we should like well to see brought to the notice of trustees throughout the Province. What is home without a wife and little ones is the heart-exclamation of many a worker. Mr. Little's concern would lead him rather to exclaim on behalf of the teacher—What is a school appointment worth without a professional residence! Here are his remarks. May trustees ponder them!

"The question of providing suitable teachers' residences has not apparently received the attention of trustees and ratepayers. Only two have yet been provided; one in Nassagaweya and one in Acton. As matters now stand, married teachers are almost forced out of the rural sections, from inability to get a house in which to live. Of the nineteen married teachers employed last year, five taught in towns or incorporated villages, four in the smaller villages, two taught in rural sections but lived in the adjoining town or village, two others lived in homes of their own, and six lived in the sections in which they taught. Not more than one section in ten can provide a house for a married teacher. I hope the day will soon come when in the larger and wealthier sections the erection of a teacher's residence will be regarded as favourably as the erection of a manse or parsonage. I believe the establishing of suitable residences for teachers would advance the cause of education. Experienced teachers would be retained in the profession; the evils resulting from frequent changes of teachers would be greatly diminished; and in the end the cost of education would be reduced."

THE CHOICE OF NEW READERS.

FOR the past two or three years the Ontario Department of Education has in one way or another expressed its desire that there should be greater prominence given to the study of English in the schools of the Province. This new departure, all will admit, shows wisdom, unless teaching in this country is to become less practical than it ought, and cease altogether to be an intellectual occupation. Influenced by the views of the Department, and acting in great measure upon the advice and with the concurrence of the Minister of Education, the Canada Publishing Company projected a series of Reading Books which should aid, in the most efficient manner, the cultivation of literary taste and inculcate love for reading. Among the chief requisites of the series it was sought that the Reading Books should be (1) thoroughly national in character, (2) that, in the selection of the lessons, interest and literary form should be as much considered as instruction and (3) that the books should be constructed so as to give all practical aid, to the master as well as to the pupil, in acquiring a technical knowledge of English