does not exercise a single faculty of his mind except the memory. We therefore cast this old method aside, and look for some other more in harmony with the object of education, and we find it in the principle, first objects then signs. I will just give one illustration of teaching a table in accordance with this principle. Let the lesson be the the table of Dry Measure. The teacher should be provided with the pint measure, the quart, the gallon, the peck, and the half-bushel, and by an object lesson, he first makes the pupils acquainted with the names of these different vessels and the quantity which they hold. Then begin the table thus : take the pint measure and by filling it twice fill up the quart, putting down 2 pints=1 quart; take the quart and by filling it four times fill up the gallon, putting down 4 quarts=1 gallon, and in this way construct the whole table. After committing to memory, give simple examples, such as, how many pints in 3 quarts? Reduce 4 bushels to gallons, &c. Learning the tables in this way exercises every faculty of the mind with which I am acquainted; besides it is communicating knowledge in the most interesting and impressive way.

Fractions. Give an oral lesson to explain the word, thus--take any object, such | as a slate pencil. What is this? Is it a whole one? What is another name for whole? Inform the class that the word integer means whole. Now, this whole or

integer slate pencil I am going to break into two equal parts, what would you call one of them? I again divide each of these halves into two equal parts; into how many parts will the whole slate pencil be then divided? Now, these parts when applied to numbers are called fractions, so, you see, the word fractions or broken numbers are a part of a whole. After in this way giving the idea of the meaning of the word, go on to the symbols which are employed to represent broken numbers, thus-take a slate pencil or any other object and divide it. say into 3 equal parts, one of the parts is represented by 1/3, two of them by 2/3, 3 of them by 3-3rds or 1. Call attention to the fact that the number below the line shows into how many parts the whole was broken, and the number above the line shows us the number of parts taken. Having, by means of such ocular demonstrations, made the pupils familiar with the elementary ideas of fractions, lead them on to addition, subtraction, multiplication, and division, of course, in the simplest form, by the use of visible objects, giving such examples as, two halves and one half, how many? A boy has 34 of an apple-he gives 2-4ths to his comrade, how much has he left? Six boys get $\frac{1}{2}$ of an apple each, how many whole apples did they get? I think concrete arithmetic should end here, and the study of abstract numbers be commenced.

PUBLIC SCHOOL "TEXT BOOKS."

BY H. DICRENSON, TEACHER, BRANTFORD.

than that "Text Books" intended for use in our Public Schools should be judiciously selected and carefully compiled. In the recent legislation in connection with education the matter of Text Books seems to have been left completely in the background, and although they have undergone "mangling" and "mutilation" at the hands of the "Torontonian Band of Authors," during the past few years, yet it must be schools.

There are few things more important said, and generally admitted, that our Text Books are miserably deficient. Admitting that the living teacher should be, to a great extent, THE "Text Book," still, in such subjects as Reading, Arithmetic, &c., proper Text Books are absolutely necessary.

> There are a few general principles that ought to be recognized in the compilation of every book intended for use in our