

It is a pity that school libraries are not provided more generally and generously than they appear to be, for they are one of the cheapest and best investments a school district can make. Such a way of raising the necessary funds as the Victoria School lately tried so successfully, might be resorted to, if the authorities cannot, or will not, do so.

Supposing, however, that this is impossible, as in the great majority of districts it is, another plan may be tried. The teacher may collect useful matter for his school in a scrap book, as many newspaper men do. There is scarce an issue of any serial or paper, of however low a value generally, that would not yield some thing worthy of preservation; and it would often happen that a watchful eye would detect some passage—it may be a whole article—worth clipping every day or week. It is very well known that a very large part of the contents of country issues is made up of these very clippings, and the accumulation of a year or two would be a genuine surprise. They should be sorted and indexed of course, none being received but such as are in every way suitable for school use. And they may often be commented on and explained.

A few words before closing, on the ordinary books. The primary grades, including ages say from five to nine, are provided for by the Primer and Readers I to III; the three lower of the advanced, including children of nine to twelve years, by Readers IV and V; but what of the eighth grade, including scholars of 12 or 13 years of age? This grade seems to require an intermediate reader, and here is opportunity to give a more Canadian tone to the work. There might be for home topics Niagara and other Canadian waterfalls, the lakes of the St. Lawrence, the River St. John, the southeast corner of New Brunswick, including notices of the Bore, the Tantramar Marsh, the projected ship railway, the Parliament buildings at Ottawa, accounts of the beaver, moose, caribou, Canadian bears, salmon fishing, the coal and gold fields of Nova Scotia, the Joggins strata, the scenery of the Bras D'or, cod fishing on the "Banks," and the making of a farm in the far West. In science some selections from Geikie and Lockyer might find a place, some simple physiology, a little more advanced than in Book V, and some such easy political economy as Whately's lessons in the Irish Board series. In poetry there might be Gray's *Bard* and his *Ode on a Prospect of Eton*, a little fuller selection from *Julius Cæsar* than the two poems given in Book VI, the *High Tide* of Jean Ingelow, Horace Smith's *Lines to a Mummy*, some of Macaulay's Roman and British lays, and part of a canto of Childe Harold. In knowledge of common things—animal life, treated in the manner of the lessons on plants in Book V, with some lessons

on the more important minerals and metals. In history an outline of the pre-revolution times in the United States from McKenzie, and also extracts from the same author's *History of the Nineteenth Century*. A few lessons helping to inculcate modesty, candour, filial duties, temperance, appreciation of school, patriotism, sympathy, self sacrifice, gratitude, and reverence. In biography an account of Judge Haliburton, Joseph Howe, Generals Gordon and Havelock, Florence Nightingale, Sir John MacDonald, Judge Wilmot, William Cobbett, General Grant and David Livingstone. And lastly a few lessons on the leading British manufactures and a few more on the Australian, African and tropical American colonies, and on India. Everything admitted should bear the stamp of literary and moral excellence, and such scrappy selections as those which somewhat mar the latter part of the Sixth Reader should be avoided. The Sixth Reader with a few hundred lines of the *Paradise Lost*, or an equivalent from Longfellow or Tennyson, substituted for said scraps, might then serve exclusively for grade nine, and grades ten and eleven are provided for by the prescribed texts in English, foreign, and ancient literature.

We then hand on our charge to the higher culture of the university; and when they thence emerge, after having had their minds stored with the best the ages can give throughout the most important fifth of their wholly earthly span, and "the world is all before them where to choose"; we have fully done our part in leading them to choose aright, in setting before them high and pure ideals, and making the after choice of any lower or coarser ones a violence against use and wont not to be looked for, unless the natural bent is radically wrong. On our success in this attempt hangs the hope and promise of the race.

Teaching is an art; an art based upon science, and by no means easy to be acquired. Special preparation and professional training are essential to a successful entrance upon the work of teaching. How idle to hope for good results when the teacher is ignorant of the laws of mental growth, and even of the faculties which are to be trained. Some persons possess aptitude to perceive and interpret the wants of the learner. They are sometimes called natural teachers, and are popularly supposed to be guided by intuition. But the number of such teachers is limited, and fortunately no such difficulty is involved in acquiring normal principle and laws as to render success in teaching unattainable by most of those who will make the effort. If we were limited for our supply of teachers to those who were born such, nine-tenths of our school rooms would be vacant. And even those who possess a greater or less degree of fitness for the work of teaching by virtue of their natural endowment, will usually be greatly benefited by normal training. If the fact were not so familiar, it would be regarded as a very strange thing that persons should propose to enter upon the work of teaching without generous culture and professional training.