

lesson. It has already been mentioned that all new and difficult words should be arranged in columns at the head of the lesson, as exercises in pronunciation and enunciation. These words should be properly syllabified, and the pronunciation indicated by simple diacritical marks. The propriety of appending a set of questions to each lesson is of doubtful value. Too much assistance is detrimental rather than beneficial. Something should be left for the pupil to master, so as to form habits of thought and inquiry. Self-reliance needs to be cultivated, and the proper preparation of the lesson should act as a stimulant to mental effort, rather than as a hindrance. Hints and suggestions as to the best methods of teaching reading, both as to the manner of expressing the thought and of understanding the meaning of the passage, are preferable to having sets of questions prepared for each lesson. Or it might be advisable to have one or more model lessons in which full explanations are given regarding the manner of explaining the lesson and the method of asking questions. To these a full set of questions might be appended to serve as models for the guidance of the teacher. Notes and explanations relating to any historical, geographical or biographical reference should form an appendix to each lesson. And in these care should be exercised not to give any help that the pupil can obtain for himself with a little exertion. In these notes attention might very properly be called to any peculiarity in the structure of a sentence or the use of a word, but I doubt the propriety of devoting much time or attention to either technical analysis or parsing.

There is another principle to be considered before I close this address, and that is the sentiments contained in the selections, or the lessons they

are expected to teach. These are of greater importance than those already discussed. The Minister of Education in his report of the Public Schools for 1881, gives the number of pupils of all ages in attendance as 476,268, and 13,136, as attending the High Schools and Collegiate Institutes. Of those attending our Public Schools, over ninety-seven per cent. were enrolled in the first four classes, leaving less than three per cent. in the fifth and sixth forms. If to these we add the number attending the High Schools and Collegiate Institutes, we find that less than six per cent. are studying subjects higher than those prescribed for the fourth class. It is therefore quite evident that a very large majority of young people acquire almost, if not quite, all their scholastic training in the first four classes of our Public Schools. This being the case, it is quite evident we cannot be too careful in examining closely each selection that finds a place in our school readers. The sentiments expressed throughout the different selections should breathe a spirit of pure morality, give noble views of life, and call into action the higher faculties of our nature. In short, they should instil into the mind of every child that,

"Life has import more inspiring
Than the fancies of their youth,
It has hopes as high as heaven,
It has labour, it has truth.

"It has wrongs that may be righted,
Noble deeds that may be done,
Its great battles are unfought,
Its great triumphs are unwon."

Nor is this all. They should be distinctively Canadian in sentiment. Our neighbours across the line are wiser in this respect than we, for they have given to all their text-books a tone peculiarly American. Let us follow their example and have our books really and truly Canadian. When I say Canadian, I do not mean