

on "Wrong Tendencies in our School System." Amongst these Mr. Johnston enumerated (1) the introduction of politics; (2) centralization which interferes with the liberty of thought and action so necessary to improvement in our school system; (3) subordinating the interests of the Public School to those of the High School. The public school is and should continue to be the college for the vast majority of our children, and the public school teacher their only professor; some subjects should be introduced later in the scholar's course than they are at present, or thrown out altogether, and others, all important for their intellectual training, and the performance of the business of life, should receive more time, attention, and reiteration, to make our pupils intelligent citizens. (4) The tendency of the introduction of a system of routine at the expense of

the individuality of both teacher and scholar, especially the former, whose creative and administrative faculties have no means of being developed; and whose force of character under such a system has little opportunity of moulding the plastic dispositions of those whose training he is responsible for. (5) The tendency of attaching undue importance to examinations. Mr. Scarlett, the Inspector of Northumberland, followed with a short address.

On Friday, Mr. J. McGrath explained his method of teaching "Percentage," and Mr. Knight dealt with Algebra, dwelling principally on the importance of Synthetic Division. Mr. Service took up the subject "Errors in Teaching," and the discussion on it was sustained by Messrs. Scarlett, Stephenson, and others. This was the concluding work of the meeting.

CONTRIBUTORS' DEPARTMENT.

THE AUTHORIZED NATIONAL READERS.

Editor of the Canada Educational Monthly:

Seeing that the verdict has gone forth in this country, in favour of State Primary Education, it is important that it should be made as good as possible. The general management of the schools is deputed to the local Trustees, but the central authority at Toronto retains in its hands the most important matter of all—the preparation of the text books. When it is considered, that in most of the country districts, school-books form the chief part of the family library, it will be seen that the compilation of the Readers, especially, ought to be a work of the greatest care. This is a kind of literature, indeed, which might well be entrusted to the highest minds in the nation.

If we grant the right of the State to undertake the work of education at all, it would seem necessarily to follow that some knowledge should be imparted in the schools concerning the relationship of the individual to

the State, some knowledge of the duties of childhood, and parentage, and citizenship.

On looking over the series of Readers used in the Public Schools of Ontario, we observe a painful lack of instruction on such topics. From the Second Book to the Fifth Book, there is not—with two feeble exceptions—a single lesson on the duty of preserving health, on the duty incumbent on every individual of self-maintenance, on the foundation of human rights, and the necessity that every one should respect the rights of his neighbour, on the duty of a citizen of a free state to take an active part in the management of public affairs, to be ready to give his vote for the best candidate, never to be base enough to barter his vote for any consideration, always to obey the laws, and assist in their execution. Instruction on such subjects in state schools would seem to be all the more necessary, when we consider how crude the notions of most men are on matters connected with government. How often is the suffrage considered as a thing to be turned to the greatest pecuniary account, how many think it a