

system. To what extent should uniformity be insisted upon? The practice of the late Minister of Education in requiring uniformity in the book upon the table, but allowing the subsidiary use of other books, was prudent. Did they need one series of school readers? Most assuredly. Let more be authorized, and they would all find their way into the school to the bewilderment of the teacher, multiplying the number of classes, already too large. But was it necessary that the series should embrace six books, accompanied by a speller and a book on elocution. Would the scholar, by reading scraps, not acquire a taste for selections merely, or a disgust for reading that would never be overcome? It was difficult to excite the pupil's interest with readers composed of shreds and patches. Three books compiled with better taste, one whole book, and some recognized English classical work, authorized from time to time, would achieve better results than the old series of readers. Then, no textbook would meet the requirements of the schools for an indefinite period. As the circumstances of the school changed, the textbooks would have to be changed.

A vote of thanks was tendered Mr. Carlyle for his paper.

Mr. A. P. Knight, Kingston, read a paper on "University Consolidation and Legislative Aid to the Colleges." In touching upon the last subject first, he said there were three schemes for the solution of the

question: (1) to aid one central college; (2) to leave each college to its own resources; (3) to aid all the colleges. In regard to the first proposition it was admitted that no one art college would satisfy the requirements of the country, and this scheme would please few and would lead to a cry of "fair play." In regard to the second proposition it was argued by its advocates that the State should not provide anything beyond a common school education, and it was asked why the majority of the people should be taxed to give advantages to a limited few. The third proposition was that on certain conditions each college should receive an annual grant of say \$10,000. Among the conditions were that each aided college should have an endowment of \$300,000, of which one-half might be required to be deposited with the Government. In regard to consolidation, he thought that if all the existing institutions were combined in Toronto, a new agitation would be started for founding new colleges in other places. His own idea was that they could not have too many colleges, and too few universities. He favoured therefore, giving a legislative grant to all colleges fulfilling the prescribed conditions.

A vote of thanks was passed to Mr. Knight for his paper.

The meeting adjourned till 8 p.m.—*Daily Press Report.*

(To be continued.)

CONTEMPORARY LITERATURE.

FIRST READING—FROM BLACKBOARD TO BOOKS, with Directions for Teachers, to accompany Calkins' Reading Cards. By N. A. Calkins. Ivison, Blakeman, Taylor & Co., New York and Chicago.

This volume possesses the merit of much originality in form and arrangement of contents. Beyond this, we cannot see any pressing reason for its appearance. There is no doubt that in the hands of young teachers it might accomplish much good, but every well-read young teacher should be already familiar with the principles enunciated and illustrated here, from having met with them in "sundry places and divers manners." It is simply another attempt to combine the word and phonic methods in

connection with black-board illustrations, and this, presumably, is just what every teacher of average ability does every day. In the United States, a work of the kind before us may be a necessity; in this country, it is a little behind rather than in advance of the age. We have no means of knowing the price of the book, but it would be dear at seventy-five cents. Mechanically, it leaves nothing to be desired.

A MAP OF ONTARIO, FOR SCHOOL, LIBRARY AND COMMERCIAL USE. By S. Hughes. Toronto: Canada Publishing Co., 1884.

THIS is one of the clearest and most compendious maps that we have seen. Indeed