

—THE Editor of the *School Moderator* is not far astray when he says, "If your pupils have not memorized some good selections of literature this year, get at it at once. No matter what grade you may be teaching, you should be ashamed to confess negligence in this particular." And the *Primary Teacher* has the same idea in view when it remarks, "Memorizing the best things in literature is a feature of modern school work, the importance of which can be hardly overestimated. In this connection a few things are to be kept in mind: The selections should have literary merit; should be adapted to the maturity of the child; should be suggestive or helpful in connection with language work, or nature work whenever practicable."

—SPEAKING of the important matter of parental responsibility, the *Teacher* speaks out its mind in such plain terms that what it says is well worthy of repetition, being not without application as regards our own country.

"The public mind is much interested in the matter of compulsory education. It has taken deep root, and in our opinion will continue to grow until all the States will have established the necessary rules and regulations under which every child will be compelled to learn to read. While the method of enforcing the law may seem to some unnecessarily rigid, and may provoke much criticism, yet the purpose of the law is never condemned. As a result, the percentage of illiteracy will continue henceforth to diminish year by year. The resident youth will speedily know. The supply of the foreign article will be prohibited. The illiterate adults will be the only ones left to vex the pride of the State.

"The reason for the passage of such laws is not to be found in State pride or the low percentage of illiteracy, not in any desire on the part of the State to improve the social condition and increase the happiness of its citizens, but solely that the State itself shall be strengthened in and by the intelligence of its people.

"The people should understand that the force idea in these laws, whether enacted or suggested, has its only basis in this idea, that the State is stronger in all lines of development by the amount of intelligence in its people. Ignorance has many children, and they are all disreputable. Not one of them adds to the strength of the State. Shall the