

only that which is most valuable and most interesting. Interest in a book does not imply that everything in it should be explained or simplified. The most important truths should be presented in the most agreeable manner. The deepest interest is evoked for that which caused us the hardest labour to obtain. Text-books should be adapted to the capacity of the learners. If the higher and more difficult parts of the subject be placed in too close proximity to the more elementary parts, the pupils soon lose interest, and consequently make little progress. They cannot be expected to take much interest in what they do not understand. And why should we expect them to do it when we know that adults fail in this virtue, if virtue it be? The fault is not theirs, but that of the text-books, or of the teacher who is a servile follower of them. A large amount of time is wasted annually in this fruitless labour, and thousands of children are made to contract habits of idleness, if not of vice. It is impossible to ascertain the extent of the injury done to the youth of this country by neglecting to provide suitable work for each individual pupil during every hour of the school-day.

A uniformity of text-books aids very largely in the classification of the pupils of a school, while a diversity of them is an impediment to a complete classification. When the pupils of equal attainments have been supplied with the same kind of books, their formation into classes is comparatively easy. Uniformity makes teaching more effective. Anything that increases the effectiveness of teaching merits the serious consideration of every teacher. Frequently the remark is made that there is no material in the school to bring it into the front rank. Is the statement correct? Does it not generally indicate that there is a deficiency in the effectiveness of teaching? There are very few districts, if any, in which there is not sufficient mind-power to give the school a creditable standing if a suitable use be made of the text-books and the opportunities at command. Uniformity avoids that confusion of definitions and rules that must arise in a school where the books of several authors upon the same subject are in use. No two authors employ the same words for defining the same technical terms. Although each of the definitions may be strictly accurate, the employment of different words leads to uncertainty in the minds of the pupils as to which is correct. The elucidation of a principle is slightly different in different books. While this is commendable for the advanced student, it is inexpedient for the pupils in general. A fact is clearly stated by one author with reference to its importance, while another author states the same fact; but what the one regards as of primary importance, the other assigns to a subordinate position. Where the pupils observe this want of agreement with respect to what is essential to be studied, the interest soon flags in that particular subject. That which is true of one subject is equally true of all the subjects of the Public School