

to attempt to make text-books perform functions which do not properly appertain to them. When a teacher has made up his mind to *teach* a subject, the question as to what text-books should be used becomes a secondary consideration, and that it ought to remain. They are, at their best, but aids in teaching, and should be regarded as such. The teacher should know more than they contain. He may exact a close study of them by the pupils, but they should serve only as a guide to his own instruction. They should contain correct definitions, well-expressed rules, exact arguments, apt illustrations, and appropriate examples for careful investigation by the pupils. But a servile dependence on text-books will lose these advantages as effectually as they are lost without the use of them. This dependence is one of the great evils of our age, and any system tending to reduce it to a minimum should meet with the hearty support of all friends and well-wishers of our schools. More especially should the leading teachers of this Province make their voice heard and felt on this important matter through their local associations. By united effort much can be accomplished.

A text-book should present a complete outline of the subject of which it treats, from the point of view from which it is considered; and what constitutes a complete outline gives rise to a great diversity of opinion. No text-book can contain all that is known concerning a certain branch of knowledge, but it may contain all its leading facts and principles systematically arranged. But here is again the difficulty of deciding what are the leading facts and principles. "It is unlike a book of science which contains a statement of facts, an enumeration of experiments, a series of speculations, or an exposition of theories; but it contains a systematic arrangement of the known definitions, axioms, facts and truths of a science, with such a number of examples as may be deemed necessary to impress them upon the mind of the learner." In the selection of the examples it must be taken for granted that the major part of the work rests with the teacher, as no author, however careful in this department of his work, will undertake more than simply to indicate the course that a thoughtful teacher may advantageously pursue. Every author of a text-book aims at presenting the subject upon which he writes in such an attractive manner, that it shall recommend itself for favourable consideration by the lucid way in which the subject is presented. He must have a clear knowledge of the whole subject. He should leave much for the teacher to add and for the pupil to find out. Details should be mainly supplied by teachers and books of reference. He should have before him in mind the class of pupils for whom he writes, and write as he would talk to them. Now, it is obvious that not all educated persons are good talkers, although they may possibly be voluminous; hence it is not to be supposed that all are qualified to become reputable authors. Having the whole subject before them, they should select