

with the achievements in the arts and sciences. Good books are like good company, so great care should be taken in their selection. Most every law made in the British dominions for the better advancement of education, enacts, "that no work of a licentious, vicious, or immoral tendency, or hostile to the christian religion, or works of denominational controversy, sha'l be admitted into the public schools of the country." Here a difficulty arises;—for it is difficult at all times, and under all circumstances, to determine what should be excluded, and what introduced. One member of a community claims to have as good a right to think and act in the matter as another. Consequently it not unfrequently happens in these countries when libraries have been established, that the principal part of the parents have refused to let their children read or study from the works selected by the School authorities.

The safest course to pursue in such cases, is to let the School boards select a large and varied assortment of the best works; then let each school district be furnished with a catalogue and sample of the books; in this way communities may be able to select such works as will best suit the majority of the inhabitants; and many works may thus be obtained, that will suit all interested. None, we presume, will deny that parents, the natural guardians of their offspring, have the inalienable right to determine what works their children should read, and what subjects they shall study, and what religious sentiments they shall be taught; hence, the difficulty of selecting books and establishing libraries. Such a state of social, moral, and intellectual existence, teaches us the absolute necessity of the diffusion of general knowledge; parents should be so educated, as best to enable them to act aright in this important matter. The right use of knowledge alone will obviate the difficulty—a difficulty, which, we are happy to say, has not assumed in these Provinces, as yet, any magnitude. But an evil of a no less serious nature does very generally exist; that is, parents in too many cases care very little whether their children read at all, or what kind

of books they do read, and often send them to school without books altogether; others, again, determine with great precision, not only what they shall read, and study, but even how much;—one says, "my child must learn nothing but history;" another says, "my child must learn nothing but cyphering and writing;" while a third party says, "my child must learn all these subjects, with half a dozen others."

As to Books, says the teacher, "Parents will not get them." "Every teacher must have new books," says the parent. In some cases two or three different kinds of class books are used in the same school. Such, then, is the diversity of sentiment and practice on this subject.

This diversity of class books, so prevalent in a large number of the schools of the Lower Provinces, calls for immediate remedy; it tends to multiply classes to such an extent that the teacher cannot do each class justice; the pupils are principally employed in the mere art of remembering, while the teacher's time is taken up in simply hearing pupils repeat. Teachers generally cannot be expected to be familiar with all the diversified text books extant, and it is of importance that the teacher should thoroughly understand not only the subjects to be taught, but the books from which he teaches.

Another evil arising out of this diversity of text books and systems of communicating instruction is, that it not only makes education more expensive, but it protracts the period required to make a pupil master of a study; the constant change of teachers, also, tends very much to increase text books in the schools, and adds to the cost of education.

Text books should not be changed suddenly without mature consideration, but when it becomes necessary to change them, which it will, in process of time, especially in the treating on Geography, History, etc., care should be observed, and the best works should be selected.

In the establishment of Libraries, and the selection of school books, the following suggestions may be of service:—