

## Book Notices, etc.

*Congressional Manual of Parliamentary Practice.* Deduced from the Rules and Rulings of the Congress of the United States. By J. Howard Gore, Ph. D., Professor of Mathematics, Columbian University. Syracuse, N.Y. C. W. Bardeen, Publisher, 1893.

What our own Dr. Bourinot has done in his Canadian Manual, recently published, for Canadians, the author of the above has done in a more condensed style and form for the people of the United States. Dr. Gore's book is clear and concise, and no doubt reliable, and cannot fail to be very useful to those who have to do with the conduct of public meetings.

*Practical Methods in Microscopy.* Chas. H. Clark, M.A. D. C. Heath & Co., Publishers. Price, \$1.60.

Full and concise directions are given for mounting, cutting, staining and examining botanical, zoological, and mineralogical sections. Photo-micrography receives special attention and is illustrated by seventeen very fine plates of sections photographed by this process. An appendix gives a number of very useful formulæ. Young microscopists will find it an invaluable help in carrying on their work.

*Birds of Ontario.* McIlwraith. Wm. Briggs, Publisher, Toronto. Four hundred and twenty-six pages. Illustrated. Price, \$2.

Mr. McIlwraith is so well known as an accurate and enthusiastic ornithologist, that anything coming from his pen about the birds of Ontario is certain to attract the attention of bird-lovers. In this second edition, thoroughly revised and copiously illustrated, an account is given of the characteristics, habits, and methods of collection and preservation of all our Ontario species. It is difficult to conceive a more suitable book to awaken the interest of young readers. Every boy should have it in his library, in fact anyone who takes the slightest interest in our little feathered friends can hardly afford to be without it.

*Moffatt's Colored Freehand Designs.* Moffatt & Paige, Warwick Lane, Paternoster Row, and 11 Paternoster Square, London E. C. Price, 2s.

This package contains a series of twelve designs printed in colors on stout cards, with descriptive letter press and instructions for coloring. They are specially prepared for use in elementary schools and art classes by Joseph Vaughan, Art Master, London School Board. "The study of color," says Mr. Vaughan, "is just beginning to take a place in the curriculum of elementary school work. It will, I venture to say, be one of the most popular lessons with the pupils, investing the forms with a fuller meaning than they ever had when drawn in outline only. The color sense, so often allowed to lie dormant, is dependent almost entirely upon observation, and the cultivation of it is valuable from this point of view." He adds that "contrary to the general idea, it can be taught successfully by collective methods to ordinary classes directly the pupils have a fair knowledge of freehand."

*Moffatt's New Geography,* written for the present time; a manual of Geography, Astronomical, Physical, Commercial and Political. Fourth edition, carefully revised. Edited by Thomas Page and revised by Rev. E. Hammond, M.A. London: Moffatt & Paige, 28 Warwick Lane, Paternoster Row, and 11 Paternoster Square, London E. C. Price, 4s. 6d.

This compact volume of more than 400 pages was designed, the author tells us, to serve as a text-book, a work of reference, and a means of preparation for various public examinations. For the second purpose it is well adapted, containing, as it does, a vast, comprehensive, and well arranged summary of geographical information, which is made easily accessible by a copious verbal index. For this purpose it is a very useful book for either teacher or business man to have within reach. It will, no doubt, prove useful, too, to candidates for certificates in many of the Civil Service and other examina-

tions. But for school-room purposes it is, according to Canadian ideas, totally unsuited, being wholly didactic, and arranged, apparently, wholly with a view to the giving of information for memory work rather than for true educational development.

*Beautiful Joe.* An Autobiography. By Marshall Saunders. 12 mo., 304 pp., illustrated. Price, 75 cents. Toronto: The Standard Publishing Company, 9 Richmond street west.

All our readers have no doubt heard of "Beautiful Joe," though many of them may not have read it. They will be glad to learn that the Standard Publishing Company has just brought out a neat and attractive Canadian edition of this admirable book. Every boy and girl should read it. Every father and mother who "loves mercy" and wishes his or her sons and daughters to "love it too," should put this charming tale upon the sitting-room table. Every teacher should be familiar with it, and strive to interest the children in the lessons of kindness to domestic animals which it inculcates.

Though it is among the first productions of the Canadian author, Miss Marshall Saunders, of Halifax, it is doubtful whether anything better of the kind has ever been written. What "Black Beauty" has done for the horse, in the way of helping us to put ourselves in its place, and think and feel, enjoy and suffer, as does that faithful animal in the hands of its kind and thoughtful, or, as much oftener is the case, its thoughtless, vain, ignorant or brutal master, that "Beautiful Joe" does for the dog. The Laura of the story is a most beautiful character, and is drawn from life. "Beautiful Joe" is, too a real dog, living, we believe, in Western Ontario. The sympathy with all domestic animals, the intimate knowledge of their natures and traits, and the tender pity for them in the sufferings to which they are so often subjected through the thoughtlessness or inhumanity of human tyrants, old and young, displayed throughout the book, are remarkable. The style, too, is a model of clearness and simplicity. Interest is added to the Canadian edition by the printing in the introduction of the *fac simile* of a letter from Lady Aberdeen warmly recommending the book. The story has been for some weeks before the American public, and is still selling on the other side at the rate of a thousand copies a week.

## Question Drawer.

M. M.—Heligoland Island is no longer a British possession. It was magnanimously handed over to Germany, to which it geographically belongs, a few years since.

R. J. O.—We have delayed to answer your question, intending to seek authoritative information on the point, but in the pressure of work I have failed to do so. Probably a note of inquiry addressed to the Finance Department at Ottawa would elicit the desired information.

D. T.—The answers to some of the last year's Primary Examination papers in Mathematics have, we think, appeared in the JOURNAL in the course of the year, but we are sorry that we cannot now refer you to the numbers containing them. Perhaps we may be able to do so in a future number.

A SUBSCRIBER.—(a) The Sinking-fund is a fund to which a certain sum is added every year as a provision for the payment of the national debt. Provision for putting a certain amount annually into the sinking-fund is usually made in connection with every borrowing transaction. (b) The High School History contains, we think, notes on the Municipal System of Ontario. We know no other work to recommend on the subject.

POVERTY AND IGNORANCE.—Your question has been often asked and answered in these columns. Following are the Lieut-Governors of the Provinces: Ontario, Lieut.-Colonel the Hon. G. A. Kirkpatrick; Quebec, Hon. J. A. Chapleau; New Brunswick, Hon. J. J. Fraser; Nova Scotia, Hon. M. B. Daly; Prince Edward Island, J. S. Carvell, Esq.; Manitoba, Hon. John C. Shultz; British Columbia, Hon. Edgar Dewdney. Premier of Ontario, Sir Oliver Mowat.

I. M. W. asks for a set of examination questions in physiology. A set was published in the last science number of the JOURNAL. See also the number for June 15th.

W. M., North Bay.—Q. Where can a full set of natural history colored plates (large size) suitable for teaching of object lessons, be obtained, and at what price?

Ans. The best charts ever published or that ever will be published, can never accomplish a thousandth part of the good results that actual specimens will. These cost nothing. Every object lesson should be a lesson from the object itself.

## TALKS WITH TEACHERS.

WHICH is the better plan in graded schools; one or two grades for each teacher? Nearly all teachers will reply at once, *one* grade. In giving this answer so promptly, are we not sometimes influenced by our ideas of what is easy? I presume that this feeling is allowable even in a teacher who is supposed by many to enjoy a very easy existence, but there is no necessity to argue that matter with teachers. I am of the opinion that one grade is sufficient for each teacher, always providing that she makes the most of the opportunities it affords her. If by one grade, one class for the whole school is meant, then a teacher can manage two grades as well as one, and I would advise school officers to impose two grades as soon as possible. Suppose there are fifty pupils in one grade in a room, should forty-nine be kept listening while one is reading, until the whole or a portion of them have read? I think not. Should the class be divided into two sections of twenty-five each, simply because it is too unwieldy? I think that one class of fifty is too large but that is only one of many reasons in favor of two or more classes. Each teacher has many bright, attentive and regular, and only a few, let us hope, of dull, inattentive and irregular pupils. These latter pupils can not advance with the same rapidity that the other pupils can, they require more drill and attention from the teacher; should they be incorporated with the best pupils to be a clog upon their advance and to be discouraged by the effort, or should they be put in a class by themselves? I think they should be separated, but always with the opportunity afforded for promotion if it is deserved. On the other hand if a pupil fails to keep up with his work there is the opportunity of putting him where he belongs. A teacher will thus have a powerful lever to aid her in her work. With only one class in each room an indifferent teacher will have much idle time on her hands. This should not be. The tendency is to put the most effort upon what is sometimes called the grading class, and to slight "class B." Do not do it. The conscientious and skilful teacher is not marked by the few brilliant pupils, but by the *few unprepared* pupils she has. It may be that the attainments of the few show the opportunities of all. Yes, minus industry on the part of the teacher. Take care of the weak ones and the strong ones will take care of themselves.—*The Educational Review.*

In order to produce a certain external appearance of good conduct, fear and punishment will succeed; but the inward sentiment cannot be gained in the same way.—*Bain.*

THOSE teachers who are looking for some profitable occupation during the summer will do well to get agent's terms from the Equitable Savings, Loan and Building Association, whose advertisement appears in another column. A post-card will get the desired information.

A SCHOOL depends upon what kind of a person the teacher is; not on appliances. The smooth side of a slab for a seat in a log school-house, if a teacher guides the school, is far preferable to polished cherry in a palatial building presided over by perfunctory hearers of recitations. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations.—*Teachers' Institute.*

A LARGE selection of stereoscopic views from every country of the globe gives opportunity for employment during vacation to teachers who wish to improve their time. To such the advertisement in another column of Mr. James M. Davis, 320 Adelaide Street West, Toronto, should be of interest.