

count of the history of their meaning or on account of the fragments of history which they embody. In any class in which all the pupils are studying some other language, so much of the fundamental principles of the science of language as can be readily grasped by them may be discussed with advantage.

"(vi.) All allusions should be explained, any peculiar use of words should be noticed, proper names should receive their share of consideration, and the meaning of sentences or clauses that present difficulties should be discussed. The explanation of the meaning of difficult passages in verse will be much facilitated if the pupils be required to render them in prose.

"(vii.) If the subject of study be a work in verse, attention should be paid to its metrical construction.

"(viii.) Some attention should be paid to figures of speech by advanced classes.

"(ix.) Advanced classes should attempt to form a critical estimate of the work under consideration. It will be impossible for any pupils except those who have read a good deal, and difficult for them, to do this with even moderate success. But a good teacher may, by judiciously chosen exercises, lead his pupils up to a point at which they can form a critical estimate of greater or less value. They may be required to state in their own language what they consider the author's conception of a particular character to be, or his views on some important point. They may be required to state the impressions produced on them by reading the work, what they think its leading features are, or what they imagine to be the object which its author had in view in writing it. If there be a plot, its probability may be discussed. If the subject of the work be one which has been treated by other writers, the attention of the class should be directed to differences of treatment, and parallel passages should be cited. Numerous topics of a similar character will be suggested by every classical work, and the discussion of some of them, both orally and on paper, will form the best preparation for an attempt at a critical estimate of it.

"Those who are acquainted with the admirable suggestions on the teaching of English, prefixed to Hales's 'Longer English Poems,' will see that my views in the main coincide with his. This book is one which every teacher of higher English, and every candidate for a first class certificate, ought to possess. The 'Longer English Poems' are accompanied with notes, and include 'Il Penseroso' and Gray's 'Elegy.' The price of the book is about \$1 35. Several editions of 'Macbeth' have been published at one shilling sterling. The only one of these of which I can recall the name is that of the Rev. John Hunter, in Longmans' Series. There is, in the Clarendon Press Series, a good edition, of which Mr. Aldis Wright, a scholar of some reputation, is one of the editors. It is sold for about forty cents. In Seeley's Cheap School Books there is a volume containing 'Il Penseroso' and other selections from Milton, with notes and an introduction by the Rev. H. R. Hickin, M.A. Its price is eight pence sterling. There is a volume of selections from Milton, likewise including 'Il Penseroso,' in Collins's Series, which contains an introduction and notes by J. G. Davis. Its price is one shilling sterling. The edition of the 'Spectator' which will best meet the needs of candidates for first class certificates is that by Professor Morley, of University College, London. It is sold at five shillings sterling. A cheap edition of Johnson's 'Lives of the Poets' is to be found among the Chandos Classics. Among Chambers' Cheap Reprints of English Classics may be found an Edition of Gray's 'Elegy,' at four pence sterling, and one of the 'Lady of the Lake' at one shilling sterling, in paper covers, with memoirs and notes.

"The preceding paragraph contains all the information that I am able to furnish in regard to cheap editions of the English Classics which have been prescribed. I desire it to be noticed that of the books I have mentioned I recommend only Hales's 'Longer English Poems' and Morley's 'Spectator.' All the others contain notes of some value with the exception of Johnson's 'Lives,' in the Chandos Classics, but I do not feel warranted in saying that they are so good as to be entitled to be preferred to other cheap editions. There may be others which contain better notes, but this, after all, is a matter of minor importance. Good notes are a good thing, but the student who puts his faith in notes and neglects the study of the text does not take the course from which he will reap the greatest benefit."

HIGH SCHOOL INTERMEDIATE EXAMINATION.

To the Editor of the Journal of Education.

SIR,—In view of the fact that there is likely to be a difficulty in obtaining a supply of the proper French Readers at a sufficiently early date to render it possible for the French Classes in the High Schools to read the prescribed work before the June examination, we desire to announce that it is our intention, if the Council of Public Instruction approve of the substitution, to examine candi-

dates at that examination in the Sixth Book of Voltaire's Charles XII., instead of in the Advanced Reader. Candidates who take French at the first intermediate examination will, accordingly, be examined in De Fivas' Elementary Reader and Charles XII., Book VI.

There would obviously be a hardship in requiring all classical pupils to stand an examination in the First Book of Cæsar next June. Many of the pupils in the higher forms are reading Cicero, Livy, or Horace, but have not read the First Book of Cæsar. Some of them are preparing to enter the University or to pass the preliminary examination for some profession, and it would be unwise to insist that they should break in upon their plans to any considerable extent. We accordingly purpose to exempt, with the permission of the Council, from the examination in Cæsar, all such advanced classical pupils as satisfy us at our inspectorial visits that they are entitled to exemption by reason of the quantity and quality of their knowledge of Latin. All candidates in Latin must, however, be examined in the first three hundred lines of the Second Book of the Æneid.

We have the honour to be, Sir,

Your obedient servants,

J. A. McLELLAN.

J. M. BUCHAN.

A. ARTHUR MARLING.

Toronto, 30th Dec., 1875.

FIRST CLASS CERTIFICATES.

NATURAL PHILOSOPHY.

Some teachers, who are unable to attend either of our Normal Schools, have asked for information as to the works on Natural Philosophy which it would be best for them to consult with a view to the examinations for First Class Certificates.

The treatises on Elementary Statics and Elementary Hydrostatics, by Hamblin Smith, and Balfour Stewart's Lessons in Elementary Physics, have been sanctioned by the Council of Public Instruction; and they contain all that is necessary on the subjects of which they treat. It is recommended that particular attention be given to Chapters I., II., III., and to Lesson 16, Chap. IV., of Stewart's work, as they furnish a key to the modern treatment of Mechanics.

A First Book on Natural Philosophy by Samuel Newth, embracing all the subjects on Natural Philosophy required at the matriculation examination of the University of London, may be studied with advantage. It contains a number of happily chosen examples. The part of it devoted to Dynamics is clear and simple.

Students who possess Clerk Maxwell's Theory of Heat (Longman's Text-books of Science, \$1 05) should carefully read Chap. IV., "Elementary Dynamical Principles."

It would be of great advantage to intending candidates to work over the papers in Natural Philosophy that have already been set. Solutions of these have appeared in the *Journal of Education* and in the *Ontario Teacher*.

A friend, in whose judgment I have confidence, has furnished me with the following notes on some works, which are highly spoken of, but which I have not myself seen:—

First Lessons in Theoretical Mechanics, by the Rev J. F. Twisden. London: Longmans, Green & Co. \$2 05.—This work is well suited to one unacquainted with Trigonometry. The mathematical knowledge demanded of its readers is thus stated in the preface:—"A very large portion of the principles of mechanics admits of exposition and illustration without demanding of the student a knowledge of more than arithmetic, a few rules in mensuration, enough geometry to make accurate diagrams with compasses, scale and protractor, and enough algebra to solve a simple equation. No more than this is needed for the study of the following pages, with the exception of Chapter VI., on motion in a circle, and a few articles and examples occurring for the most part towards the end of the book." Attention should be given to Chapter V. (including Section 93 on the absolute unit of force) and to Ex. 137, "Newton's Laws of Motion, and proof of the parallelogram of forces." There are 423 exercises for the student and 171 solved examples.

Principles of Mechanics, by T. M. Goodeve. London: Longmans, Green & Co. \$1 05.—This is one of Longman's Text-books of Science. The reader is required to have a very slight knowledge of Trigonometry. The introduction, to which special attention should be given, may be substituted for Chapter I. of Stewart's Elementary Physics. The work is peculiarly valuable on account of its illustrations of the application of the principles to the construction of machines.

The advanced student desirous of a purely theoretical work may consult *Todhunter's Mechanics for Beginners*. The work contains 350 exercises in Statics and 253 in Dynamics, many of considerable