

other letter to the publishers, asking them for a definite reply in regard to the specific matters mentioned in "the communication to them of the 28th ult." To this they reply that they "have nothing to add" to their reply of the 1st inst.

Under these circumstances, we would call the special attention of all parties concerned to the following notice, republished from the *Journal* for last month:—

7. AUTHORIZED TEXT-BOOKS.—SPECIAL NOTICE.

In reply to enquiries on the subject, we desire to say that no books have been struck off the authorized list of text-books, except the following:

Peck's Ganot's Natural Philosophy.
Davidson's Animal Kingdom.
Collier's English Literature.

The Geographical text-books are undergoing revision, but no change is yet authorized in that subject, or in the French.

The list of new books authorized for Public and High Schools will be found in the *Journal of Education* for May and September, 1875, pages 69 and 144. New lists will be furnished by the Department on application.

It is not intended to enforce the change of text-books either in High or Public Schools without the consent of the Trustees and of the Inspectors.

It will thus be seen that, with the exception of the three books named above, the same series of text-books prescribed or authorized for use in the Schools have been continued; and that even in the case of the additional books which have been authorized (not prescribed) none of them can be introduced into any School except with the concurrence of the Trustees and of the Inspector. Teachers, therefore, will have to act very prudently in introducing even the newly authorized books in any School.

No unauthorized book can, under any circumstances, be introduced by a teacher.

Inspectors are specially required by law (clause ten (a) section one hundred and twelfth):

"To prevent the use of unauthorized, and to recommend the use of authorized books in each School."

8. LIST OF AUTHORIZED TEXT BOOKS FOR THE HIGH AND PUBLIC SCHOOLS.

English.—The Canadian National Series of Reading Books; the Spelling Book, a Companion to the Readers; Morris' English Grammar Primer; Miller's Analytical and Practical English Grammar; Spalding's History of English Literature; Craik's English Language and Literature.

Arithmetic and Mathematics.—Barnard Smith and A. McMurchy's Elementary and advanced Arithmetics; Todhunter and Sangster's Algebra; Potts' or Todhunter's Euclid. (For Normal Schools, Sangster's Mensuration.)

Modern Geography and History.—Lovell's General Geography, and Easy Lessons in Geography, by Dr. Hodgins; Collier's School History of the British Empire; Hodgins' History of Canada and the other British American Provinces; Collier's Outlines of General History; Freeman's European History; Collier's The Great Events of History. (For Normal Schools, Sullivan's Geography Generalized.)

Physical Science.—C. Tomlinson's Rudimentary Mechanics; Cassell's Hand-book of Natural and Experimental Philosophy; Haughton's Manual of Mechanics; Asa Gray's How Plants Grow; Roscoe's Lessons in Elementary Chemistry; Balfour Stewart's Lessons in Elementary Physics; Balfour Stewart's Physics (Science Primer); Cherriman's Elementary Mechanics, including Statics and Dynamics; Hamblin Smith's Elementary Hydrostatics; Nicholson's Outlines of Natural History; Foster's Physiology (Science Primer); Huxley's Elementary Physiology (Science Primer); Geikie's Physical Geography (Science Primer); Geikie's Geology (Science Primer); Page's Introductory Text Book of Physical Geography; Roscoe's Chemistry; C. Cutter's First Book on Anatomy, Physiology and Hygiene, for Private Schools and Families; T. C. Girtin's The House I live in; Religious Tract Society's Our Earthly House and its Builder.

French and German.—Pujol's French Grammar; De Fivas' French Grammar and Elementary Reader; Collet's Conversations; Voltaire's Charles XII.; Corneille's Horace; Spiers' Abridged Surenne's French and English Dictionary; Ahn's German Grammar; Adler's German Reader; Goethe, Hermann and Dorothea, Canto II.

Latin.—Dr. William Smith's Series I, II, III, IV, and his Smaller Grammar; Arnold's First and Second Latin Books, the English Edition, revised and corrected by J. A. Spencer; Harkness' Introductory Latin Book, Reader and Grammar; Bryce's Series of Reading Books; J. Esmond Riddle's Dictionary.

Greek.—Dr. William Smith's Initia Græca; Curtius' Smaller Grammar; Farrar's Greek Syntax; Liddell and Scott's Lexicon, larger and smaller; Harkness' First Greek Book.

Ancient History, Classical Geography and Antiquities.—Schmitz's Manual of Ancient History; Pillan's First Steps in Classical Geography; Dr. William Smith's Smaller Classical Dictionary, and Dictionary of Greek and Roman Antiquities.

Miscellaneous.—Dr. Ryerson's First Lessons in Christian Morals; Dr. Wayland's Abridged Elements of Moral Science; Scripture Lessons—Old and New Testaments (National); Lessons on the Truth of Christianity (National); Dr. Ryerson's First Lessons in Agriculture; Whately's Easy Lessons on Reasoning; Orr's Dominion Accountant; Johnson's Book-keeping; Field Exercise and Evolutions of Infantry (for Squad and Company Drill), published by authority—pocket edition; Spencer's Modern Gymnast; Hullah's Manual of Vocal Music; Sefton's Three Part Songs; Vere Foster's Two Series of Drawing Books (it is recommended, however, that children be taught at an early stage to draw from the objects themselves, instead of from drawings); Davidson's Right Lines in Right Places, and Linear Drawing; Stickney's Teacher's Guide, and Bartholomew's Primary Drawing Cards; Dominion Drawing Book, seven numbers; Hermes' Drawing Instructor, for advanced students; Writing Copy Books for Ontario, used in the Normal and Model Schools, five parts.—*Marling's Educational Directory.*

9. BATTLE OF THE BOOKS.

The Detroit Board of Education has addressed a circular letter to the publishers of books used in its schools, asking for their best discounts on such books, which it is proposed to sell at cost to scholars, and threatening, unless liberal terms are made, to adopt books of other publishers, or to join with other cities in getting up copy-right series of their own. This last is an idle threat, for as the school-book publishers make only ten per cent. net on the books they manufacture and sell, school-boards, without the stimulus of risk, and the needful experience, would find it a losing business should they go into the outside speculation of manufacturing books. But the publishers who are "in" do fear underbidding from the "outs," and are in a quandary whether they can afford to support the local trade. The panic with which some houses were stricken by the action of the Chicago Board is, in other words, bearing its natural fruits, as we predicted, and the West is quick to catch the notion that the book trade, and particularly the publishers, are a set of swindlers, who must be outwitted by any game that can be played against them. Detroit, with its 80,000 inhabitants, is the eighteenth city of the Union; taking out the three largest cities which use the "mixed" lists, it is the fifteenth city in importance to the individual educational publishers. It has a school population say of 15,000, and must spend some \$25,000 per year in books. Naturally, a publisher does not like to loosen his hold on such a market, and the exceptions of the Board of Trade do not restrict him except beyond forty per cent., although such a discount he knows to be against the interests of the local trade, of the reform, and ultimately of himself and the public. Now, the "outs" can gain nothing by breaking, for the "ins" will, of course, meet their terms, and it will only be the worse for them when another city tries bluff. Some members of the trade, who believe practically in reform, are proposing to put over the matter until the next meeting of the Board of Trade. Meanwhile the Detroit trade are to meet the Board of Education in the endeavour to show them that their policy takes them outside their true field as much as though they ran a coal-mine to get cheap coal; is a fight against tax-payers of their own city, throwing the business to others; and finally thwarts a branch of their very work of education by doing away with the book stores. If these Boards of Education will simply make up their minds to choose what books are best for the regular price, and buy on that principle, a legitimate competition will tend to reduce regular prices wherever they are extravagant, but the insistence on discounts has the inevitable result of forcing up nominal prices to cover nominal discounts.—*Publishers' Weekly.*

III. Papers on Practical Education.

1. HOW TO TEACH LITTLE CHILDREN.

If you want little children to make progress, you must endeavour to engage their attention, and to get them to take an interest in their lessons. Of course it is much harder to induce some dispositions than others to do this, but it is possible to excite an interest in a measure in the mind of every little child. The great secret of this is for the teacher to be lively and demonstrative, and to appear to take a vivid interest in the lesson herself (I use the feminine pronoun, you perceive, for I think that there can be no doubt that