

Official.

Extracts from circular respecting Teachers' Reading Course, issued by the Minister of Education:—

In order to give definiteness to the efforts of teachers in this direction I have arranged a Course of Reading, by means of which, while not ignoring professional obligations, they may carry on daily the work of self-culture and at the same time learn to regard their vocation from a higher standpoint. The Course extends over three years, and embraces pedagogics, science and literature. It can be mastered in the allotted time, without difficulty—one hour per day being quite sufficient. It will be observed that the books in the Professional Course are those already used at the Normal Schools and Training Institutes, so that by taking them up in the Reading Course, the work required for entering the higher grades of the profession is simply prepared in advance.

As the Course is purely voluntary no examination will be held in connection with it. Should, however, the teachers of any Inspectoral Division agree to read the Course with this end in view, and should the County Board of Examiners make adequate provision for such examination, the Department would recognize by special certificate this additional element of professional culture. Such a certificate would no doubt be duly appreciated by trustees and the public generally, as it would entitle the holder to a strong claim upon their liberality. It will be the duty of the Directors of Teachers' Institutes to make such comments and give such directions to teachers in regard to the best methods of profiting by this Course as they may deem expedient.

Geo. W. Ross,
Minister of Education.

LIST OF BOOKS RECOMMENDED.

NOTE.—It would be well for teachers of each class to confine themselves to the Course of Professional Reading prescribed for their particular class. In the other subjects it is recommended to take one-third of the books in Science and Literature each year.

PEDAGOGICS.

Third Class Teachers—(Two books per year.)

Outlines of the Study of Man—*Hopkins*. Lectures—*Fitch*. Educational Reformers—*Quick*. Psychology of Cognition—*Jardine*. Education as a Science—*Bain*. Education—*Spencer*.

These text-books are all on the Normal School Course for Second Class Teachers.

Second Class Teachers—(Two books per year.)

Systems of Education—*J. Gill*. Lectures on the History of Education—*Jos. Payne*. The Action of Examinations—*H. Latham*. School Management—*Joseph Landon*. Teachers' Manual and Method of Organization—*R. Robinson*. Culture Demanded by Modern Life—*E. L. Youmans*.

The text-books named are all on the Professional Course for First Class Teachers.

First Class Teachers.

Psychology—*Sully*. Greek Education—*Mahaffey*. History of Pedagogy—*Hailman*.

Physical Science and Natural History—(Six books per year.)

The Fair Land of Science—*Buckley*. Ants, Bees and Wasps—*Sir Jno. Lubbock*. Sound Bodies for our Boys and Girls—*Blairie*. Forms of Water—*Tyndall*. Physiography—*Huxley*. Heat as a Mode of Motion—*Tyndall*. Methods of Study in Natural History—*Agassiz*. Homes without Hands—*Foods*. Elements of Physical Geography—*Geikie*. Physical Geography of the Sea—*Maury*. The Races of Man—*Peschel*. Connection of the Physical Sciences—*Somerville*. Common Sense of the Exact Sciences—*Clifford*. Physical Forces—*Faraday*. Science Lectures at South Kensington. Wild Animals, their Life and Habits—*Wolf*. Flowers and their Pedigrees—*Allen Grant*. Health—*Corfield*.

Literature and History—(Eight books per year.)

1. Julius Caesar—*Shakespeare*. 2. Every-day English—*Richard Grant White*. 3. Selections from Wordsworth—*Matthew Arnold*. 4. Milton and Wordsworth—*English Men of Letters*. 5. Industrial Biography—*Smiles*. 6. Short History of the English People—*Green*. 7. Montcalm and Wolfe—*Parkman*. 8. The English Constitution—*Boycott*. 9. Macaulay's Life and Letters—*Trevelyan*. 10. Getting on in the World—*Mattheus*. 11. Walks about Rome

—*Hare*. 12. Words and their Uses—*R. G. White*. 13. Johnson's Lives of the Chief Poets—*Matthew Arnold*. 14. Expansion of England—*Seeley*. 15. Words and Places—*Taylor*. 16. English Literature (condensed)—*Taine*. 17. The United Netherlands—*Motley*. 18. Oliver Cromwell—*Carlyle*. 19. Life of Johnson—*Boswell (Murray's Edition)*. 20. Language and Languages—*Farrar*. 21. Paradise Lost—*Milton*. 22. Intellectual Development of Europe—*Draper*. 23. In Memoriam and the Princess—*Tennyson*. 24. Nicholas Nickleby—*Dickens*.

For Friday Afternoon.

"YE PEDAGOGUE OF YE OLDEN TIME."

BY JOHN G. SAXE.

Righte learned is ye Pedagogue,
Fulle apt to reade and spelle,
And eke to teache yo parts of speeche,
And strap ye urchins well.

Far as 'tis meete to soake ye feste
Ye ailing heade to mende,
Ye younker's pate to stimulate,
He beats ye other ende!

Righte lordly is ye Pedagogue
As my turbaned Turke;
For well to rule ye District Schoole,
It is no idle worke.

For oft, Rebellion lurketh there
In breaste of secreto foes,
Of malice fulle, in waito to pulle,
Ye Pedagogue his nose!

Some times he heares, with trembling feares,
Of ye ungodly rogue,
On mischief bent, with felle intent,
To licko ye Pedagogue.

And if ye Pedagogue be smalle,
When to ye battell led,
In such a plighto, God sende him mighto,
To break ye rogue his head.

Daye after daye, for litle paye,
He teacheth what he can,
And bears ye yoke, to please yo folke,
And ye committee-man.

Ah! many crosses hath he borne,
And many trials founde,
Ye while he trudged ye district through,
And boarded rounde and rounde.

Ah! many a steake hath he devoured,
That, by ye taste and sight,
Was in distaince, 'twas very plaine,
Of Daye, his patent righto!

Fulle solemn is ye Pedagogue
Among ye noisy churle,
Yet other while he hath a smilo
To give ye handsome girls;

And one,—ye fayrest maydo of all,—
To chere his wayning life,
Shall be, when Springe ye flowers shall bringe,
Ye Pedagogue his wife!

Dr. J. M. Gregory claims that the average boy or girl of ten or twelve years, in one school year can learn all the arithmetic necessary for practical business life, or for the higher course in mathematics. If this be true, it follows that at least three-fourths of the time and labor usually spent by teacher and pupils upon this branch of study may be said to be wasted.