

ARITHMETIC FOR SCHOOLS, by the Rev. J. B. Lock, M.A., published by MacMillan & Co., London and New York. This is a companion volume of the Dynamics, one of a projected series, we suppose, which is to be known as Lock's Mathematical Series. Mr. Lock has certainly made a hit, as the saying is, with his Arithmetic. Such a book, assimilated to the peculiarities of our coinage and of our weights and measures, is very much needed in Canada. The typographical arrangement of the theory and the examples, a very important matter in the issue of such works, is the best we have ever seen in any text book on Arithmetic.

ELEMENTS OF INORGANIC CHEMISTRY, Descriptive and Qualitative, by James H. Shepard, of Ypsilanti High School, published by D. C. Heath & Co., Boston. This book is from the pen of an experienced specialist. Nothing has been incorporated in the text or in the exercises that has not there been proven practicable. The book has passed through the hands of some of the best teachers in America, and ought to have a large measure of success. The arrangement into chapters and sections is all that can be desired in a text book on chemistry.

The following text books will be noticed more particularly next month. HALL AND STEVENS EUCLID (MacMillan); SECOND STANDARD PHONOGRAPHIC READER, by Andrew J. Graham; PHOSPHORUS HOLLUNDER, with Explanatory Notes, by D. Oscar Faulhaber (D. C. Heath & Co.); MACMILLAN'S SERIES OF FOREIGN CLASSICS, edited by G. Eugène Fasnacht; THE TEACHING OF GEOGRAPHY, by Archibald Geikie (MacMillan) and other volumes, which lack of space prevents us from reviewing this month.

Official Department.

TEACHERS' NORMAL INSTITUTES.

1887.

EXAMINATION QUESTIONS.

I.

1. Sketch, in not more than one hundred words, the rise and development of the English tongue, and in a series of foot-notes, quote at least one word in illustration of each point you make. Give in the same note your authorities.

2. Write notes on any one of the talks on Object Lessons held at the Institutes.

II.

3. Shew that some of the grounds on which teachers were recommended to study the doctrine of variety in scales of notation, were well taken.

4. Shew how, being given the ability to measure a straight line, we may, by a few definite steps, and two or three simple postulates, arrive at the measurement of any ordinary solid, whose edges are straight lines.