

2nd. Sing to vowel *oo* in same manner, with mouths moderately well opened and the lips nicely rounded.

3rd. Sing to *oo* or *ah* quickly, the entire exercise being sung to one breath.

4th. Sing smoothly, using the vowels in the order given in the exercise.

At first the tone must be as soft as can possibly be obtained and gradually increased in force, but never louder than the *medium* force of the voices. Should any harshness of tone be apparent return at once to the soft tone, and practice repeatedly until the voices are blended and the harshness is gone.

Question Drawer.

[N. B. The first two of the following questions were misapprehended and so not correctly answered in last issue.—Ed.]

In your paper of the 15th ult., you say those who pass Junior Matriculation with honors are entitled to a First Class Certificate. Have they to take honors in any special subject or group of subjects? —C. E. W.

[There is a joint arrangement between the Department and the University as to the I. C. Examination. University candidates have their standing in detail certified to the Central Committee, which judges whether a certificate should be awarded. Honor standing in all the subjects required for I. C. is necessary.]

I HOLD a Second Class Non-Professional Certificate. As I wish to attend the Normal School, I would like to read the books required to be read for my Professional Certificate. Kindly give list.—DOMINIE.

[In addition to the books prescribed for Forms I.-V., of Public Schools, the following are authorized for Provincial Normal Schools:—

- Browning's Educational Theories.....\$o 8o
- Hopkins' Outline Study of Man..... I 25
- Fitch's Lectures on Teaching..... I oo
- Baldwin's Art of School Mngt. (Can. Ed) o 75
- Manual of Hygiene..... I oo
- Houghton's Physical Culture..... o 5o]

PLEASE explain through your Question Drawer "The difference between *Commercial Union* and *Unrestricted Reciprocity*, as applicable to Canada and the United States." L. J. G.

["Unrestricted Reciprocity" means simply that each country would admit all products of the other free of duty, still regulating as it pleased its own tariff in respect to other countries. "Commercial Union" implies not only free trade between the two countries, but complete assimilation of their tariffs on importations from other countries. It may also imply that the revenues from such assimilated tariffs would be collected by a common Governmental bureau or department, and divided on some basis agreed on, *e. g.*, that of population.]

KINDLY inform me through the columns of the EDUCATIONAL JOURNAL of any plan by which children who stutter can be aided to overcome their difficulty in talking and reading. W. H.

[Perhaps some teacher or elocutionist who has had experience will kindly answer. Much can undoubtedly in most cases be done towards overcoming the difficulty. A simple and natural remedy is patient, continuous practice in distinct articulation of sounds and syllables, first singly, then in slow succession.]

PLEASE insert an article on the best way of scanning poetry. H. C.

[See article in another column.]

1. WHAT is the most suitable book from which I can get stories to have read for reproduction in an ungraded school?

2. Give the name of any book from which suitable selections could be made for a public examination.

3. Give name of any book containing a collection of easy Kindergarten songs.

4. Could you or any of your readers suggest a programme suitable for a public examination in a very small country school?

5. Give a list of subjects suitable for object lessons in Part I. and II. J. C.

[See our advertising columns, especially the advertisement of the National School of Elocution and Oratory, and that of the Canada Publishing Company.]

WHERE can I procure copy of last examination papers, First C.? X.

[All surplus papers were sent out to the School Inspectors, and High School Masters. From these they may be obtained, if now at all procurable.]

[J.A.A.—Your questions are hardly in our line. They should be sent to some political or general newspaper.]

IN "Question Drawer," Nov. 15, in answer to the query as to the name of the last letter of the alphabet, you say, unqualifiedly, "Zed." If not impertinent, I would ask, *for what reason?* If you reply, *usage*, it may be said that at one time *usage* sanctioned that absurd name "Izzard" (not to speak of "Ampusand" for the character &). Webster says, "It is pronounced *Zee*," and while I am not a devout follower of Webster, I think that in this case, at least, he has *common sense* on his side. Looking at other letters of the alphabet, we find that the names generally have been arranged to vary from the sounds as little as possible. The exception in the case of *W* is, one would think, enough to answer for the whole alphabet, without adhering to *Zed*. It cannot, surely, be treason for one who writes *honor, labor, etc.*, to say *Zee*.—H.

[We regard the question merely as one of usage. We know no other law for pronunciation of English. *Zee* is given up in later edition of Webster. If one is courageous enough to adhere to *Zee*, he will have logic on his side, but will, we fear, be lonely.]

In estimating the amount of work in painting, plastering, etc., the following rule is given in the Public School Arithmetic, p. 83:—

"Measure the total area within the boundary lines of the work, including all openings; from this gross area deduct *half* the area of all doors, windows and other openings, and take as the net area the whole number of square yards nearest to the remainder."

Why not deduct the *whole* area of all openings?

[It is customary to charge for half the area of openings, etc., as compensation for the trouble and loss of time they involve. The half rule is not invariable in this country. It is customary, *e. g.*, we are told by an architect, for painters to charge for the whole of window spaces.]

Book Reviews, Notices, Etc.

*A Quiz Manual of the Theory and Practice of Teaching*, by Albert P. Southwick, A.M., author of "Handy Helps," "Short Series in Literature," etc. New York and Chicago: E. L. Kellogg & Co.

A very helpful book, full of practical hints and suggestions which can scarcely fail to prove of great service to young teachers.

*Sheldon's Elements of Algebra*. Sheldon & Co., New York and Chicago. 360 pp.

The binding and typography are a model of what our school books ought to be. This book will outlast five copies of any authorized school-book in Ontario. It is in all respects a better school-book than Hamblin Smith's, and contains a copious and well-graded series of examples very suitable for a first course.

*The Earth in Space, a Manual of Astronomical Geography*, by Edward P. Jackson, A.M. D. C. Heath & Co., Boston.

This little volume of 70 pages forms an admirable companion to the first chapters of the High School Geography, and to some parts of the Public

School Geography. The diagrams are very fine. For second and third class work it will be found very helpful.

*Dynamics for Beginners*, by the Rev. J. B. Lock, M.A. MacMillan & Co., London; Williamson & Co., Toronto. pp. 178. \$1.00.

This is an excellent treatise, full of good solutions and with abundance of problems of a practical kind. The sixteen sets of Cambridge examination papers at the end are the type of our University papers. For the average student of the 2nd or the 3rd year this volume will be serviceable.

*Chemical Problems*, by J. P. Grabfield, Ph. D., and P. S. Burns, B.S., Mass. Inst. of Technology, Boston; D. C. Heath & Co., Boston. 87 pp.

This little volume will be found extremely useful by the Science Masters of High Schools and Collegiate Institutes. It is short, clear, and practical, containing over 40 pp. of examination papers with numerous hints and solutions. The Periodic System of the Elements is exhibited in a table.

1. *Unconscious Tuition*, by F. D. Huntington, D.D.
2. *How to Keep Order*, by James L. Hughes.
3. *Froebel's Kindergarten Gifts*, by Heinrich Hoffmann.

These three booklets, neatly bound in paper, make Nos. 7, 8 and 10 of the *Teachers' Manuals*, published by E. L. Kellogg & Co. The subjects of the Manuals and the names of the authors will combine to attract the attention of teachers of all grades. Many Canadians will be glad of the opportunity to get Inspector Hughes' well known treatise in this cheap form.

*The First Four Books of Caesar's Commentaries on the Gallic War*. Consisting of the original and translation arranged on opposite pages. New York: A. Lovell & Co.

This little book forms one of the series of the *Parallel Edition of the Classics*, in course of publication by Messrs. Lovell & Co. The opinions of the teaching fraternity will no doubt be divided with regard to the utility or the opposite of placing such a book in the hands of the junior student of Latin. Under the eye of a judicious and capable teacher, who knows how to ensure that the meanings, constructions, and relations of the Latin are thoroughly comprehended, we are not prepared to say that a parallel series might not greatly facilitate the learner's progress. That the series is admirably adapted to secure its two-fold chief object, viz: "partly to help those who, by their own efforts, desire to acquire a knowledge of the writings of the masters of two such languages as are without a rival, and partly to afford an opportunity to such as have studied them, and were at one time familiar with them, to refresh their memories and kindle anew the associations of the past," cannot be doubted.

1. *First Greek Grammar*, by W. Gunion Rutherford, M.A., L.L.D., Head Master of Westminster.

2. *Easy Exercises in Greek Accidence*, by H. G. Underhill, M.A., Assistant Master St. Paul's Preparatory School.

3. *Stories and Legends*. A First Greek Reader with notes, vocabulary, and exercises, by F. H. Colsen, M.A., late Fellow of St. John's College, Cambridge, and Senior Classical Master of Bradford Grammar School.

4. *Stories from Aulus Gellius*, being selections and adaptations from the *Noctes Atticae*, edited with notes, exercises, and vocabularies for the use of lower forms, by the Rev. G. H. Noll, M.A., Assistant Master at Westminster School.

The above are all from the prolific presses of MacMillan & Co., London and New York. The first three form parts of *MacMillan's Greek Course*, the fourth belongs to his series of *Elementary Classics*. As aids in the early stages of the study of the most precise of languages, in its most precise forms, they are probably unsurpassed.

We have received also from the same firm *A Latin Reader* for the lower forms in schools, by H. J. Hardy, M.A., Assistant Master in Winchester College.