

Spotton's High School Botany (Manitoba edition.)  
 High School Book-keeping.  
 Robertson and Birchard's High School Algebra (Supplementary.)  
 The Human Body—Martin.  
 Barrett-Wendell's English Composition.  
 Sesame and Lilies, Ruskin, authorized edition.  
 The Lay of the Last Minstrel—Scott.  
 Studies in Poetry, Wordsworth, edited by Libbey—Copp Clark Co.  
 High School Physics.  
 High School Chemistry.  
 Eclectic Physical Geography, American Book Co.  
 General History—Myers.

No teacher shall use or permit to be used as text books in a Model or Public School any books, except such as are authorized by the Advisory Board; and no portion of the Legislative Grant shall be paid to any school in which unauthorized books are used. 53 V., c. 38, s. 141.

In case any teacher or other person shall negligently or willfully substitute any unauthorized text books in place of any authorized text book in actual use upon the same subject in his school, he shall for each such offence on conviction thereof before a police magistrate or justice of the peace, be liable to a penalty not exceeding ten dollars, payable to the municipality for Public School purposes, together with costs, as the police magistrate or justice of the peace may think fit. 53 V., c. 38, s. 143.

## DISCIPLINE.

Distinct from this creative movement, there is what may be called a stimulative movement in all disciplinary training. It is necessary that opportunity be often offered for the exercise of self-control over the natural impulses of self-expression in the immediate presence of conditions recognized as requiring self-control. The necessary order of the school room is the constant opportunity for this training and the self-control required for a proper order in the halls and on the play ground is a second step, for the conditions requiring that some self-control be maintained in these places are not so apparent. To exercise self-control under the special condition of the command of authority independently of any wish to please the author of the command or fear of his displeasure, is another step in stimulative training in discipline and is, of course, most important. To have the child feel that he submits under the necessity of superior force is to lose all the educative effect of discipline and put the child in the position of a slave. To submit from a desire to please or through fear is to relinquish direct self-control or, in the very young, not yet to assume self-control as a right. The educative element in obedience to a command lies in the attitude of submission to a fuller knowledge by the authority of the conditions. It involves a recognition that the effects of action are far-reaching on the community and on the individual, and that authority assumes control because its greater wisdom and experience enables it to direct for the better good of the individual and not for the selfish independent good of the authority itself. Confidence in the motives of the teacher when giving commands or making rules, is essential to a proper spirit in obedience.

In all such training work, however, it may be a most unfortunate thing for both the pupil and teacher, when a case of wilful disobedience occurs, not to be able to complete the restitution of proper educative relations by an immediate outward satisfying, through accepted punishment, of the expressed condition of change of attitude. Under these conditions the teacher may consciously or unconsciously appeal to a purely personal influence over the child. For the child to submit through a desire to please is as weakening to character as to submit through fear.

G. A. B. in *School and Home*.