

## Correspondence.

## SUPPLEMENTARY READING.

To the Editor of the EDUCATIONAL JOURNAL:

SIR.—A few weeks ago I sent you a list of books suitable for Supplementary Reading in Public Schools and in the Junior Forms of High Schools, which you kindly published. The number of letters received from teachers asking for more information shows that I was not mistaken in saying that a considerable percentage of our bright and progressive young teachers are alive to the importance and necessity of directing their pupils in the selection of wholesome literature for the reading which pupils will eagerly do if their minds have been fully aroused by good teaching. The ordinary text-books become trite and hum-drum by the very task-work of everyday drill and repetition; the novelty is washed out of the best lessons and they become common-place and uninteresting by mere familiarity and constant use. Especially is this true in ungraded schools where the junior pupils overhear the reading of the senior classes, so that when they are promoted they have little curiosity left to be gratified by the new Reader placed in their hands. Supplementary Readers come in as a pleasant relief to both teachers and pupils, and lend a variety and a charm that the cleverest teacher can never produce from the well-worn lessons of the ordinary readers. Only those who have used newspapers, magazines, and supplementary readers can fully understand the monotonous tedium and the barren dead level of the ordinary text-books. They alone are prepared to understand why so many public school teachers and pupils lose all fresh interest in their work after a few years' experience and are glad to escape from the school-room. It is this terrible monotony that blights and finally kills the young enthusiasm of pupil and teacher, and the Supplementary Reading wisely recognized and encouraged by the Education Department ought to be adopted by every teacher who wishes to be happy and contented in his imperishable work.

Since my last communication on this subject I have made the acquaintance of two new series of books specially prepared for the gratification of the youthful imagination which delights in the new, the curious, and the wonderful. One set, called the *Nature Readers*, comprises four books containing respectively 95, 184, 300 and 361 pages, costing 25, 35, 50 and 60 cents. They contain a remarkable fund of entertaining facts stated in a most charming manner and entirely adapted to the public school pupil. They open a new world of delight to every child that can read. The first treats of crabs, wasps, spiders, bees, and a few mollusks; the second of ants, flies, earth-worms, beetles, barnacles, star-fish and dragon-flies; the third has lessons in plant life, grasshoppers, butterflies, and birds; and the fourth treats of world-life in its different aspects and periods, forming a good introduction to geology well suited to High School pupils. Along with this series go some other junior books, such as *My Saturday Bird Class*, pp. 107, a delightful book for boys; *Leaves and Flowers*, pp. 103, *Nature Stories for Young Readers*, etc., etc. Children are born naturalists, and these books set them off on the great highway of intelligent observation; they cost little and are worth much, being thoroughly accurate in the facts and admirable in style. For teachers who wish to attain high skill in elementary science there is no better preparation than a thorough reading of this series, and for the purpose of casting out devils from troublesome pupils they will be found efficacious in the hands of a competent teacher. These books are all written from the scientific standpoint.

The other series is written from the literary standpoint and contains the best selection of juvenile reading taken from those gems of literature that are the glory of our language. It is impossible in this short letter to explain

the exquisite taste and sure literary instinct exhibited on every page. They will be a perpetual blessing to every reader, old or young; they are a means of grace, these five *Heart of Oak Books*, as they are named. There is scarcely a set of trustees that could not be persuaded to place several sets in their schools if the advantages were properly put before them. The price is so small and the books are so fascinating that the pupils themselves could easily be got to buy them with their own savings. A postcard to the publishers, D. C. Heath & Co., Boston, will bring specimen pages, and the work of every teacher who begins to use them will be made brighter and happier, and his pupils will breathe a new atmosphere filled with the spirit of joy. As an antidote to the deadly nickel novel there can be nothing better.

As I have not the slightest interest in the sale of any of these books I have felt free to express my opinion of them as I have found them, and I hope to hear from some of the live teachers who have given them a trial in their schools.

Yours sincerely,

C. C.

## Question Drawer.

INQUIRER.—The School of Pedagogy is in Toronto.

T.E.B.—(1) We cannot find the recipe you ask for. (2) See answer to M. A. C.

J. A. M.—We will try to have a set of questions soon on Temperance and Physiology.

SUBSCRIBER.—Write to the Education Department for information about the Normal School.

M. D.—No notes have as yet appeared in the *JOURNAL* on "The Honest Man." It will probably be overtaken before the end of the year. Perhaps some teacher will volunteer one. For your other question see editorial pages.

NEW SUBSCRIBER.—All questions concerning Normal School terms, drawing requirements, etc., should be sent to the Education Department. For information about University courses and requirements address the Registrar of the University of Toronto.

A TEACHER.—(1) A new series of Drawing Books for High Schools is in preparation, if not already issued, but for 1894 any four of the present books will be accepted for the Primary.

(2) Write to the Registrar for a copy of the curriculum and study its requirements.

M.A.C.—The present Lieut.-Governor of Ontario is the Hon. George A. Kirkpatrick.

(2) Mr. J. G. Bourinot, Clerk of the House of Commons, and an acknowledged authority on constitutional and parliamentary questions, has published a work on the Canadian Constitution which would probably meet your wants.

A SUBSCRIBER.—The Senators and Lieutenant-Governors are appointed by the Governor-General in Council, that is, in effect, by the Dominion Government. Mayors, wardens, reeves and school trustees are elected by the ratepayers. County inspectors are appointed by county councils, but must hold Departmental certificate of qualification.

A SUBSCRIBER.—(1) If the teacher agreed to wait till the end of the year for his salary, we do not see that the fact of his leaving at mid-summer entitles him to earlier payment, save at the option of the trustees. Of course the law requires quarterly payments.

(2) There are, so far as we know, but two books containing notes on the lessons in the Fifth Reader, one by Mr. Dawson, price 75 cts., and one (*Notes on Third-Class Literature*), by Wells and Sykes, price 30 cts.

E. T.—(1) We do not know any book dealing specially with the work assigned to Second and Third Classes in Geography. You had better

apply to your Inspector. Several inspectors have drawn up very helpful compends with suggestive and explanatory notes. He may have done so or be able to give you the information you need.

(2) We can send you a good railway map of Ontario. We do not think that railway maps of the other Provinces have been published, but any good map will shew leading lines.

(3) If by the commercial relations of Canada you mean its trade with foreign countries, we do not know where you can obtain that information save in the blue books and the Statistical Year-book, published by the Trade and Commerce, and Agricultural Departments at Ottawa.

A.G.E.—(1) Distinguish between Federal Union and Legislative Union. (2) What is the meaning of Constitution, Legislative, Executive.

(1) A Federal Union is one such as we have in Canada, in which the various provinces or states uniting retain their own local governments and legislatures, but surrender to a central government and parliament such larger subjects of legislation and administration as may be agreed on. A Legislative Union would be one in which all local legislatures were abolished and the one central body made laws for and ruled the whole country. (2) Constitution (in the political sense) is a word used to denote the broad, general principles on which the government of a country is based. The constitution may be written as in the United States, or unwritten as in Great Britain, where the Constitution means simply the great principles which have been developed and accepted during the whole course of the country's history. Such a constitution is a growth. It is made by a process of slowly "broadening down from precedent to precedent," as Tennyson says. The Canadian Constitution is, of course, written, being contained in the Confederation or B. N. A. Act, passed by the British Parliament in 1867. The Legislature is the law-making assembly of any state or province. In Great Britain it consists of Sovereign, Lords, and Commons; in the Dominion, of Governor-General in Council, Senate, and Commons; in Ontario and some of the other provinces, simply of Lieut.-Governor in Council and a single House, known as the Assembly or Legislature. The Executive is the power charged with executing the laws. In Canada it is the Governor-in-Council, or practically the Government or Cabinet.

THE *Canadian Magazine* for March is well illustrated, and contains several articles of striking interest. Mr. Arthur Harvey presents a curious combination of speculations under the title, "A Physical Catastrophe to America," picturing graphically a change supposed to begin in 1894, which rapidly leaves New York and Boston high and dry and half in ruins, and sends the Gulf Stream over the Mississippi Valley into Hudson Bay. Tremendous and radical changes in social, industrial and political conditions, as a result of the catastrophe pictured, are discussed with quaint humor. Dr. John Ferguson writes ably in favor of abolishing the "Death Penalty." John A. Cooper's "Premier and President" is an interesting constitutional study. The illustrated articles are, "Mexico and Its People," by Dr. P. H. Bryce; "The Garden of British Columbia," by E. Molson Sprague, and Faith Fenton's charming description of "The Winter Carnival at Quebec." Other contributions are, "Brummagem Jewellery," by Bernard McEvoy; "Vancouver and Hawaii," by Rev. Herbert H. Gowen; "Lenten and Easter Observances," by Thos. E. Champion; "Canadian Art Schools," by J. A. Radford; "Milestone Moods and Memories," by David Boyle; "A Broken Chord," by A. H. Morrison, and "A Tale of Germany," by H. Cameron Nelles Wilson. Several of the poems are excellent. The magazine is published by the Ontario Publishing Co., Ltd., Toronto, \$2.50 per annum.

THE clear definition of an ideal is the most potent factor in moral training.—W. H. Payne.