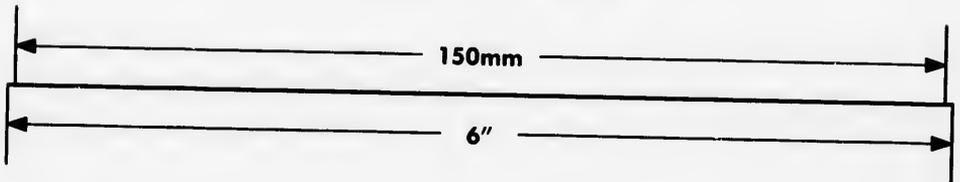
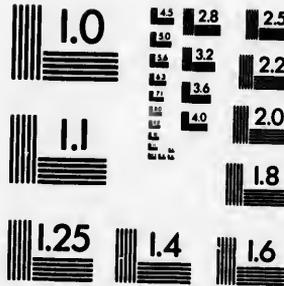
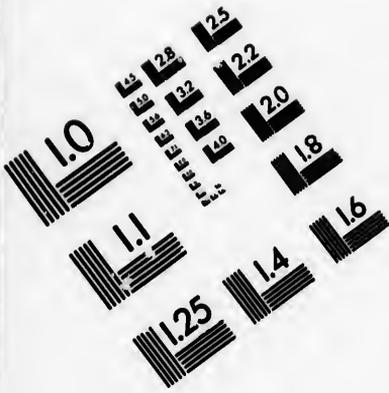
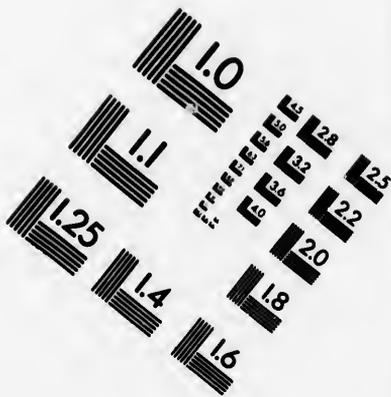


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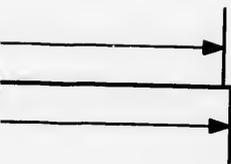
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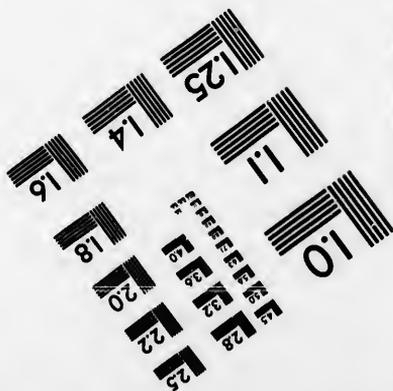


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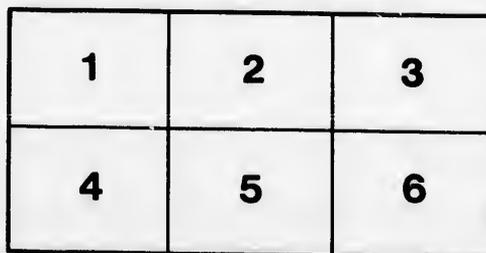
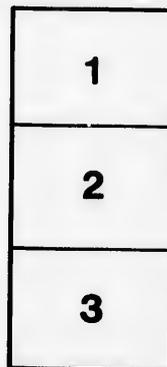
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REMARKS

8

UPON

TEXT-BOOKS.

AUTHORIZED BY THE EDUCATION DEPARTMENT.

Ontario



PRINTED FOR THE EDUCATION DEPARTMENT:
BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST, TORONTO.
1889.

TESTIMONIALS *RE* TEXT-BOOKS.

THE HIGH SCHOOL WORD BOOK.

The High School Word Book I find to be a valuable compilation, judicious and conveniently arranged, a manual deserving a place in every household, as well as in every teacher's and student's library.

A. ANDREWS,
Head Master, High School, Niagara.

I am not prepared to say that economy of teaching power is attained by the pronunciation of unconnected words, without reference to their meaning. But if we are so to teach pronunciation, I think the High School Word Book a great improvement on the books at present in use for that purpose. I have long thought it desirable that we should seek to follow English rather than American orthography and orthoëpy. The "synonyms discriminated" is an important section of the book, one without which it would be quite incomplete.

A. WEIR, B.A.,
Head Master, High School, Essex Centre.

The judicious use of the Word Book will be found extremely profitable in teaching the right use of words, as well as their spelling.

JAS. BOWERMAN,
Principal, Model School, Napanee.

The High School Word Book is a much more meritorious performance than Ayres' Verbalist or Orthoëpist. And it might with advantage, supplant these books.

N. ROBERTSON, B.A.,
Head Master, High School, Smith's Falls.

The Word Book contains much useful information, the portions relating to synonyms and derivation are excellent, and all, no doubt, the result of patient research.

A. W. REAVLEY, B.A.,
Head Master, High School, Tilsonburgh.

I consider the High School Word Book exceedingly well adapted for use in this High School.

DAVID HICKS, B.A.,
Head Master, High School, Beamsville.

HIGH SCHOOL ENGLISH GRAMMAR.

Mr. Seath's High School English Grammar is a very scholarly and able work, and superior to any school grammar that we have yet used, in many respects. It is, however, too advanced a work for use in any but the highest forms in the school.

I hope that the author will prepare and soon publish an elementary work for beginners. It is very much needed.

CHARLES J. S. BETHUNE, M.A., D.C.L.,
Head Master, Trinity College School, Port Hope.

THE PUBLIC SCHOOL GRAMMAR.

The subject of Grammar in Public Schools has heretofore been very dry to pupils in our schools. The natural and simple way in which it is presented must make the study of this subject very pleasing and interesting to the children using this book. It has made its appearance none too soon and will be highly appreciated.

N. GORDON,
Inspector Public Schools, Dufferin.

I am very much pleased with the Grammar.

CHAS. D. CURRY,
Inspector Public Schools, Minden.

Will be introduced in large numbers into the schools here, during the rest of the current year.

J. S. CARSON,
Public School Inspector, Strathroy.

In every respect this is an admirable work.

F. BURROWS,
Public School Inspector, Napanee.

Greatly superior to the text-book on this subject now in use. I am doing my best to have it introduced where a new text-book is required.

F. L. MICHELL,
Public School Inspector, Perth.

In every respect suitable for the purpose intended.

THOMAS MCKEE,
Inspector Public Schools, Barrie.

I think the Grammar will be well liked as a guide in teaching this difficult subject.

WILMOT M. NICHOLS,
Inspector Public Schools, Blenheim.

The new Public School Grammar meets with universal approval in my inspectorial district, and I am glad to say it is rapidly coming into general use. I have warned the teachers to beware of allowing any others to be purchased by their pupils, and it will give me very great pleasure when the new one book series is completed, if continued in the same admirable style as those already issued.

GEORGE BLAIR, M.A.,
Public School Inspector, Prescott.

Rockwood, August 5th, 1887.

I regard the new Public School Grammar as an improvement on some of the grammars now used in our schools chiefly in the way of freedom from vexatious and contradictory notes which only serve to puzzle children.

D. McCAIG.

I have just finished reading the Grammar. I feel it is decidedly a superior book and will endeavor to have it introduced as soon as possible.

W. S. CLENDENING,
Public School Inspector, Walkerton.

I have examined the Grammar carefully and consider it the best book we have ever had for Public School work. Teachers and pupils using this book will find the study of English Grammar a pleasure and not the bugbear of the school course as formerly.

JOHN E. TOM,
Public School Inspector, Exeter.

After a careful examination of the Public School Grammar, I may say that it seems to me to fully meet the requirements of our Public Schools. Among the many points of excellence two appear to me to be prominent, viz. :—The logical order in which the subject is presented and the practical nature of the exercises.

A. SMIRLE,
Public School Inspector, Ottawa.

My teachers and myself have carefully examined the Public School Grammar and agree in our opinion that it cannot be too highly recommended.

The following are some of its excellent features :—

(1) The arrangement which leads the pupil to discover the most important truths of grammar and then to apply them.

(2) The particular manner in which it deals with the nature of the sentence.

(3) The clear simple classification of the verb, verb phrase and verbal nouns.

(4) The frequent occurrence of exercises to be corrected.

(5) The attention given to punctuation.

We are introducing the Public School Grammar into our schools.

Westport, November 10th, 1887.

P. A. TWOHEY.

I have gone carefully through the Public School Grammar. I am pleased with the conversational style of the author, and I consider the practical hints for correct speaking and the concise rules laid down equal to any I have yet seen.

JNO. McLEAN,
Public School Inspector, St. Thomas.

I like the Grammar very much indeed so far as I have been able to judge from a cursory examination. It seems to be very practical.

D. J. MCKINNON,
Public School Inspector, County of Peel.

The Grammar appears well suited to the needs of third and fourth class pupils. The abundant exercises in bad English I think very useful. Many pupils can pass an examination in grammar with some credit who nevertheless in conversation or even in composition betray a lamentable defectiveness in their use of the English language. I think your book will be helpful in this matter.

THOS. HILLIARD,
Inspector Public Schools, Waterloo.

We were greatly in need of a grammar and the book on that subject will be introduced at once. I have not examined it thoroughly, but it appears to be just what the pupils desired.

DAVID CLAPP,
Inspector.

 HIGH SCHOOL GEOGRAPHY.

Both the literary and mechanical work on "The High School Geography" are of good quality. I wish it could be used in the Common Schools of Nova Scotia. If I can I will introduce it into our Academy. So far as possible we like to keep in line with the Public Schools in text-books. I have long wished for a better geography than the one now in use.

Wolfville, N.S.

J. W. TUFTS.

I have read through "The High School Geography" and am delighted with it, so much so that I shall suggest its replacing Calkin's in our High Schools and Academies. The plan is unique and it has been worked out with great skill.

High School, Montreal.

(Signed) F. W. KELLY.

Of the new text-books introduced into the High Schools and Collegiate Institutes, none, in my opinion, is more deserving of favor than the new High School Geography. While political geography is by no means neglected, special attention is given to the changes that have taken place in the earth's crust under Nature's operations—the formation of its rock-layers and soil, its continents and oceans, mountains, valleys, islands, etc., as well as the transformations which are constantly going on at the present time. The chapters on organic life and climate in connection with the foregoing cannot fail to whet a pupil's appetite for a deeper knowledge of the natural history of our planet and to lay a foundation for his future reading. In the hands of a teacher who prepares his work and with this text as a guide, geography, instead of being the dry subject it is usually considered, should be one of the most interesting on the High School programme.

GILBERT A. SMITH,
Science Master, Collegiate Institute, Galt.

"We have chanced upon one or two criticisms of the new geography by G. A. Chase, B.A., and upon examination of the book cannot but think that they were prompted by political rancor, and that the object was to whip the department over the shoulders of Mr. Chase. The geography has been accepted by independent authorities as the best of its class ever published in Canada. We have this opinion from Mr. H. B. Harrison, ex-school inspector of Kent, and have also just learned that a movement is on foot to have it used in the schools of Montreal. Certainly none of the recently authorized books have provoked less hostile criticism. There are more pages devoted to Canada than in any other school geography, and while there are a few trifling errors, most of them typographical, they do not detract from the real merits of the work, and can be easily remedied in the next edition. The pages relating to the Maritime Provinces are especially full and interesting, and very properly so, for, as the author remarks in the preface, there is a dearth of information relating to the eastern portion of the Dominion even among the intelligent people of the inland provinces. We repeat that we have no sympathy for the department and its methods, but in common fairness the author is entitled to justice."

RIDGETOWN "STANDARD."

PUBLIC SCHOOL GEOGRAPHY.

We have at last, in the new Public School Geography, a work that well "fills the bill," and meets an important requirement in the Public Schools of Ontario. The arrangement and character of the matter contained therein are well calculated to render geography a delightful and most interesting study for our children. Have made a careful perusal of the work, and have no hesitation in stating that, in point of general utility for Public School purposes it is, in my opinion, much the superior of any of its predecessors as a Public School geography.

R. H. KNOWLES,
Principal Hespeler Public School.

Eleven years Principal of Hespeler Public School, and 22 years a Public School Teacher.

I have seen at the meetings of the National Education Association, the geographical exhibits of the leading American schools. I have on my reading-table a dozen of the best American, all the Canadian and several of the English geographies. In addition to these I have examined over fifty of the geographies that form a part of Isbister library here. I also get the journal of the Royal Geographical Society.

About two months ago I examined the Ontario Public School Geography, as to method and matter. Perhaps I cannot better express the result of that examination than by saying that, when I was asked, last week, by a class of sixty-one teachers, to name what I considered the best Public School geography, I named the Ontario book. I have recommended it to our Superintendent of Education as the book for the Manitoba schools, and I have reason to believe it will be authorized.

D. J. GOGGIN,
Principal Normal School,
Winnipeg, Manitoba.

A book has just been published in this city by the *Canada Publishing Company*—a text book of geography—which well illustrates the change which this subject has been undergoing. In "The Public School Geography" the central point is man, and the whole work (a profusely illustrated book of some 170 pages) is a thoroughly scientific and systematic exposition of the influence of his environment upon him and of man upon his environment—all written in a simple style, capable of comprehension by any Public School pupil. Thus, taking Europe, we have: 1. "Position, size, population and boundaries;" 2. "Political Subdivisions;" 3. "Physical Features;" 4. "Climate and Soil;" 5. "Vegetation;" 6. "Animal Life;" 7. "Minerals;" 8. "People and Languages;" 9. "Occupations of the People and Industries;" 10. "Facilities for Transportation;" 11. "Governments;" 12. "Standing Armies;" 13. "Religion;" 14. "Education." Canada, and especially Ontario, have naturally the place of honor, both being very fully treated of. One peculiarity of the work should be particularly noted, and that is the paragraphs headed "To the Teacher." This is a most important addition to a text-book of geography. These paragraphs suggest to the masters how the facts outlined in the sections preceding them may be amplified or made more interesting, or practically illustrated, or impressed upon the minds of the pupils. It ought to be mentioned that the facts stated seem to be in every case those put forward by the most recent and best writers on geography—by no means a matter of unimportance considering the ever-changing character of the subject. The work is tastefully bound, profusely illustrated,

embellished with a large number of good maps, and printed in type which presents easily to the eye the various divisions and sub-divisions by which the subject in hand is treated. The price brings it within the reach of everyone, and the book ought to find its way rapidly into our schools.

TORONTO "NEWS."

PRINCE ALBERT, February 20th, 1888.

Impressed with the sterling merits of the Public School Geography, authorized by the Honorable the Minister of Education, I have endeavored to introduce it into my schools. It is superior to any work of the kind published in this country. The plan of the book is unique and admirably executed. The gradation is easy and perfectly adapted to child nature. The illustrations are beautiful and impressive. It was much needed. As the author, I congratulate you on your superlative success.

Most respectfully yours,

JAMES MCBRIEN,
Inspector Public Schools, County Ontario.

I am familiar with nearly every text-book on geography published in this country, and I have no hesitation in saying that this new Canadian Geography is twenty-five years ahead of the best of them. Its methods of treatment are in harmony with the most advanced educational thought,—something which cannot be said of any other text book on this subject. In personal conversation with Dr. W. A. Mowry, Mr. A. Stokin (of Harpers') and other prominent educators, I have heard the book receive from them the highest commendations. We have nothing like it here. One of our publishers spent as high as \$25,000 on a geography, and has produced a book which teachers will decidedly pronounce inferior to the Canadian book.

SEYMOUR EATON,
The Supplement Company,
Boston, Massachusetts.

The "Public School Geography" is in my opinion just the work required to make the study at once pleasant and profitable. The valuable suggestions and directions to the teacher, the interesting and easy steps on commencing the study, the immense quantity of information in the fine print, the clearness of the type, and the execution of the illustrations, are features specially deserving of notice. Admirable judgment has been shown not only in what is contained in the book, but also in what has been left out. I consider this the best school geography I have seen, and if the directions be followed it will begin a new era in this branch of study by making it thoroughly practical and beneficial.

WM. LINTON,
Principal Public Schools,
New Hamburg.

 PUBLIC SCHOOL GEOGRAPHY.

There is no doubt that geography is one of the most difficult branches of study in our Common School curriculum. There have been many attempts to simplify the method of teaching, to improve the style of text-books, and to awake a new and living interest in this important subject. Most of these attempts have, however, been attended with but partial success.

The book before us is entirely new and executed upon a novel plan. The author designs to have the whole of the matter presented to the pupils by the teacher, not in a series of categorical statements to be accepted by the pupils without explanation, but almost entirely in a series of conversations consisting largely of questions by the teacher, and replies by the pupils. These questions are not, however, upon what the pupil has committed by rote from the text book, but upon what he has obtained for himself, he may not know how, from the use of his eyes and ears and brain ever since he began to observe and think.

The conversations, the author intends, should consist largely of voluntary statements, which the pupils should be encouraged to offer, based on their own reading and research. The book as a whole is designed to cover the entire range of geographical study. It begins with very simple matter connected with the school room and its surroundings, the district and township, advancing them from the home and town to the surrounding country, and so outward. There are but few questions, indeed but few map questions, in the entire book, but the various topics treated, which are given with more or less brevity, are evidently designed to be read, discussed, thought of, and reflected upon.

The treatment of Ontario and Canada is fuller by far than is to be found in the text books of our schools. The study of this part of the book is of special value to the teachers of the States, inasmuch as most of us have very erroneous ideas of that country. These chapters are therefore commended to the careful examination of all teachers of geography who desire to be thoroughly posted, and not to be teaching error.

It is safe to say that there is more new material of great importance in this book than has appeared in any text-book of geography for a long time. It seems to be carefully prepared, and the matter thoroughly thought out by the author before writing. The maps, illustrations, and general mechanical execution of the book are far *inferior* to the best text books of the kind recently published in our country. We recommend the material of this book to the careful study of our teachers of geography, and especially to geography makers.

From "COMMON SCHOOL EDUCATION,"
 Edited by William A. Mowry,
 Boston.

 PUBLIC SCHOOL ARITHMETIC.

I have examined the Public School Arithmetic with some care; and am much pleased with the arrangement. Theory gives place to practical work, and in the tables of weights and measures excellent changes have been made by the omission of many tables. I shall be glad to see this book in all my schools.

OHAS. A. BARNES,
 Public School Inspector,
 Forest.

I have much pleasure in perusing the Public School Arithmetic and find it devoid of all that useless rubbish so commonly found in books of this nature. It contains what is

necessary for Canadian schools, nothing more or less. With a text book like this it will be imperative on the teacher to teach the subject. I am much pleased with it and think it will be a favorite school book.

N. GORDON,
Public School Inspector, Dufferin,
Orangeville.

The Arithmetic is in many points, especially in the arrangement, an improvement on any hitherto in use in the Public Schools. Some of the examples in the simple rules are, I think, too complex for pupils in first and second classes. Teachers will, however, welcome the book for its many excellent features.

CHAS. D. CURRY,
Inspector Public Schools, Minden.

The Arithmetic will furnish useful hints for the teacher, and a new and excellent selection of problems. Whether it would be wise to substitute it for those now in use, I could hardly say without further examination than I am at present able to bestow.

THOS. HILLIARD,
Inspector Public Schools, Waterloo.

I have examined the Arithmetic for Public Schools. The new departures have my hearty approval.

WILMOT M. NICHOLS,
Inspector Public Schools, Blenheim.

Will be introduced into the schools here, in large numbers, during the rest of the current year.

J. S. CARSON,
Public School Inspector, Strathroy.

The Public School Arithmetic is valuable chiefly from the stock of practical problems which it places at the teacher's disposal.

D. McCAIG,
Public School Inspector, District of Algoma, Collingwood

An admirable book in every respect.

F. BURROWS,
Public School Inspector, Napanee.

Greatly superior to the present text-book. "Actions speak better than words." I am doing my best to have it introduced where a new text-book on the subject is required by the pupils.

F. L. MICHELL,
Public School Inspector, Perth.

I have carefully examined the book, and believe it in every respect suitable for the purpose intended.

THOMAS McKEE,
Inspector Public Schools, Barrie.

The Arithmetic is a good exercise book.

JOHN E. TOM,
Public School Inspector, Exeter.

McLENNAN'S ALGEBRA.

The Elements of Algebra.—With numerous exercises for viva voce and written work.
By J. A. McLellan, M.A., LL.D., Toronto: Canada Publishing Company.
328 pp.

As the elementary algebras in common use among Canadian schools were not deemed sufficient to meet the demands, a new one was called for, which more fully represented the training now given by the schools in the elementary part of the science. The result of the demand is the present volume which, in its treatment of the study, differs materially from former works. Among the points of difference are the following: Algebraic notation, instead of being passed over as of minor importance, is treated with comparative fullness; easy arithmetical equations and problems are introduced early; also valuable matter in symmetry, exact division, roots and coefficients, etc.; mental algebra has been introduced for *viva voce* work; some attention is given to short methods, as they are essential to the student in preparing for higher work. The design of the book is, especially, a drill book for pupils, so that answers to the examples are not given; there is, however, a separate form containing them, with helps and hints upon difficult questions, for use of teachers who may desire to consult them. The Canada schools may be congratulated upon this addition to their list of so well-gotten up and valuable a school book.—*School Journal, New York.*

I consider it the best elementary work on algebra that has yet been offered to the public. Its treatment of the subject is so philosophical and yet so practical that I confess myself unable to see how in the future it can be improved upon, having regard to the area covered. If the teachers of Ontario, taking their inspiration from this work, treat the science of algebra in the way Dr. McLellan intends, a fresh and powerful impulse will be given to the study in our schools.

ALFRED BAKER, M.A.,
Mathematical Tutor, University College, Toronto.

This book is written with an exactitude, a clearness and method that make it a veritable model of didactic statement. Amongst the excellent innovations introduced I am happy to meet the theories on symmetry and reduction in factors. The equations reducible to quadratics and simultaneous quadratics are especially well treated. The whole work is an excellent book for the teacher and one to rouse the spirit of research in the student. I must congratulate the Canada Publishing Co. on their excellent execution of the work.

DR. GILLET,
Professor of Mathematics, Liege, Belgium.

I consider this the best algebra for High School purposes that has yet appeared in Canada. Clear expositions of principles, abundantly illustrated by neatly worked-out examples and followed by copious and well-graded exercises, is the distinctive characteristic of the treatise. A student who has thoroughly mastered this work is well prepared either for departmental examinations or for advanced work in the science of algebra.

R. R. COCHRANE, B.A.,
Principal Collegiate Institute, Perth.

I have no doubt but that the novel features presented in this work will be found useful both to student and teacher and to the previous reputation of Dr. McLellan.

WM. TASSIE, LL.D.,
Head Master Peterboro' Collegiate Institute.

Dr. McLellan's Algebra is a work of great merit. The method of development, the great number and variety of problems, the clear and concise way of saying what the author intends to say, are marked features of the book. The pupil that has mastered this Elementary Algebra has certainly made a good beginning for a higher mathematical course.

G. A. WENTWORTH, M.A.,
Professor Mathematics, Phillips' Academy, Exeter, N.H.

In all points your Algebra is equal to the best in use and in many essential points distinctly superior to the best. I refer particularly to Chapters V., VIII., and IX., and to the theory of algebra generally. I hope it will take the place in the schools which was once occupied by the works of Colenso and Todhunter, for it is well worthy of it.

WM. DALE, M.A.,
Tutor, University College, Toronto.

It is the best elementary work on this subject I have used. It is especially valuable for the clear manner in which the fundamental principles of algebra are developed and explained, and for the variety and excellence of the exercises with which the application of these principles is illustrated.

W. SCOTT, B.A.,
Mathematical Master, Normal School, Ottawa.

It is the best text-book on algebra that I have ever seen. The chapter on the A B C of the subject has no rival in any other text-book; and every chapter contains valuable suggestive methods which could have come only from a thoroughly experienced teacher. The book is in the hands of our students, and is in all respects proving admirably adapted for class-room work.

G. B. SPARLING, M.A.,
Mathematical Master, Upper Canada College.

I shall recommend Dr. McLellan's New Algebra strongly and use it for class work for which it is admirably suited.

PROF. J. TAIT,
Principal Washington College, Tacoma, W.T.

McLellan's "Elements of Algebra" has been used in this school since its publication and the test convinces me that it is the best Elementary Algebra published in the English language. The book can be placed in the hands of mere beginners with results equally satisfactory and surprising.

R. DAWSON, B.A., T.O.D.,
Head Master Weston High School.

I am satisfied the "Elements of Algebra," by Dr. McLellan, is very thoroughly constructed, full of good points, and admirably adapted for use in the class-room.

E. H. RUSSELL, LL.D.,
Principal State Normal School, Worcester, Mass.

ROBERTSON AND BIRCHARD'S HIGH SCHOOL ALGEBRA.

This work is well suited for use in High Schools.

PROF. GEO. PAXTON YOUNG, LL.D.,
University College, Toronto.

I have examined the High School Algebra of Messrs. Robertson and Birchard and think it an excellent treatise for those in our High Schools who are preparing for Junior Matriculation.

ALFRED BAKER, M.A.,
Mathematical Tutor, University College, Toronto.

I have had your Algebra on my table for a couple of months or so, waiting for me to get time to give it a thorough examination. I have given it some considerable attention, and am very well satisfied with it. I have not examined it far enough to know what improvements, if any, would wish to see in it, but have seen enough of it to

enable me to say that I should be quite satisfied with it as a class book if I were back to my old work again, which is more than I can say for any book hitherto used for the same range of work.

W. H. BALLARD,
Inspector Public Schools, Hamilton.

The High School Algebra is just the book that was needed. It is being used by those who are preparing for second and third-class certificates in this Institute, and gives every satisfaction.

J. L. COX, B.A.,
Mathematical Master, Collegiate Institute, Collingwood.

I believe the work to be better adapted to the purpose for which it is intended than the works hitherto employed in the High Schools. One good feature of the book is that it contains the work properly belonging to the High School course, and is not increased in bulk by the addition of those portions of Algebra which properly belong to the University course. I wish it every success.

N. F. DUPUIS, M.A., F.R.S., Edinburgh,
Prof. of Mathematics, Queen's College.

From the brief examination which I have been able to give it, I am pleased with the scope and arrangement. The prominence given to Factoring is an important feature. The abundant examples give opportunity for thorough drill. Your treatment of positive and negative quantities deprives negatives of all their mystery to the beginner, and your discussions of Symmetry and Theory of Division gives the student an excellent preparation for the higher mathematics. I congratulate you upon your success.

JOHN R. FRENCH,
Professor of Mathematics, Syracuse University.

I know of but one published in the United States that is equal to it in any view. The points of theory are well proved, and yet it has a large collection of examples. The writers evidently regard the theory as first and examples as secondly. Too many of our books containing a large collection of examples seem to hold the opposite view.

Respectfully,

THOS. M. BLAKSLEE, Ph.D.,
(Madison University and Yale College,)
University of Des Moines, Iowa.

I have examined the High School Algebra, by Robertson and Birchard, and regard it as an excellent text-book for High Schools and Colleges. The special attention given to Factoring, Surds, Symmetry and the Theory of Quadratics, as well as the large and judicious selection of problems, makes the book one of the best I have seen.

J. R. INCH,
President University of Mt. Allison.

I have examined it, and I think a great deal of it. . . . Our Mathematical Tutor has carefully examined it, and he considers it well suited—better than any work with which he is acquainted for the Public and Collegiate Schools of this Province. I shall recommend the Algebra highly, as I can most conscientiously do.

REV. THOS. HAPT, B.D.,
Professor Univ. of Manitoba.

I have had for some time the Algebra published by you during the summer in my possession, and have examined it carefully. I was favorably impressed with its appearance at first, and am more pleased with it as I use it. There are no hobbies ridden to an extreme, no attempts to display genius, but an effort is apparently made to place everything in its simplest form, within reach of the pupils who are expected to grasp it. I have made the subject of Algebra somewhat of a specialty, both in my study and teaching, and I do not hesitate to say that your book is the best that I have seen on the work that it covers.

T. F. HOLGATE, B.A.,
Professor of Mathematics, Albert College, Belleville.

I have taken time to review it thoroughly, and have now no hesitation in pronouncing it to be the best work of the kind I have seen. The definitions and explanations of work are clear without being lengthy, and easily understood by any pupil, while the exercises are so varied that they cover all the ground that is necessary.

W. A. MCINTYRE, M.A.,
Mathematical Master of Winnipeg Collegiate Department.

I am so well pleased with it that I intend to use it in some of our forms.

CHAS. J. S. BETHUNE, M.A.,
Principal Trinity College School, Port Hope.

I have carefully reviewed your work on elementary Algebra and adopted it as a text-book for my second-class candidates. The rudiments are dealt with in such a manner as to greatly facilitate the teaching of Algebra to beginners, and for second and third-class work it is excellent. I am specially pleased at the manner in which the subject equations is treated.

R. A. THOMPSON, B.A.,
Mathematical Master, Collegiate Institute, Hamilton.

Having examined the High School Algebra, and used it as a hand book. I find the exercises carefully graded, the apartments omitted in our old text-books complete and clearly explained, and the whole work well adapted to meet the requirements of those preparing for second and third-class certificates. Hoping it will meet with the success it deserves, and that Part II will soon be ready for use.

C. GREENHAM,
Alma College, St. Thomas.

I have your Algebra, and frequently refer to it in selecting problems for my class. It has been a reliable guide to me in this respect, especially in the explanations and examples given on the subject of factoring. I am becoming more and more pleased as my acquaintance with the book progresses.

ELIZA BALMER, B.A.,
Brantford Ladies' College.

I have much pleasure in saying that I regard "The High School Algebra" as an excellent book—a book such as I reasonably expected, considering that the editors are men of first-rate ability, and what is more, experienced and successful teachers.

N. ROBERTSON, M.A.,
Head Master, High School, Smith's Falls.

I have examined the Algebra and find it a very good elementary work on the subject. The problems are easy and progressive.

J. G. LITTLE, B.A.,
Mathematical Master, Collegiate Institute, Ridgeway.

It would be difficult to speak in terms of too high praise of this excellent work, the product of gentlemen whose reputation as skilled mathematicians is widely known.—*Christian Guardian*.

A point of especial excellence is the prominence given to Symmetry, Theory of Divisors, and Theory of Quadratics, portions of Algebra hitherto somewhat neglected. Surds and Surd Equations are also treated with greater fulness and definiteness than usual, and special attention has been given to elementary work—*The Week*.

It is a large, beautifully bound book of some 340 pages. Typographically it is equal to mathematical works from the best presses of England or America and in this respect it is decidedly superior to anything on this subject heretofore published in Canada.

Of the many Algebras which have been published recently, there are none that fulfil all the requirements of the times so well as this volume. The book is well printed, on good paper, strongly bound, contains answers to all exercises.—*The Home and School Supplement*.

It impresses me very favorably, both as to matter and manner.

H. J. STRANG, B.A.,
Head Master, High Schools, Goderich.

The production of Canadian scholarship, the authors are men eminent in that special department, with experience and reputation as teachers. . . . Considerable practice is furnished in the use of symbols, and the translation of ordinary into algebraical language. The use made of distances, measured in opposite directions, to illustrate the nature of positive and negative signs is judicious. The four elementary rules are clearly treated, and the examples are numerous. Multiplication by detached coefficients and Horner's method of division receive due prominence. Factoring is introduced at an early stage, but the more difficult theorems are reserved until the pupil has "acquired greater familiarity with algebraical symbols and their manipulation." Monomial factors, the difference of squares, the sum and the difference of cubes, and trinomials are brought in here, but all the more advanced and difficult operations in factoring are reserved until fractions and indices and surds even, have been discussed. This is an arrangement which, in our opinion, is open to objection. A much more extensive knowledge of factoring than is given in the earlier part of the book is desirable in the treatment of fractions, which perhaps furnish the best class of examples for practice in factoring. However, there is no necessity for adhering strictly to the order followed by our authors; each part is complete in itself, and the teacher may introduce the whole or selected parts of the advanced work whenever, in his opinion, it is desirable to do so. Fractions receive due prominence, the examples are numerous, well graded, and of sufficient variety and difficulty. The theorems in fractions and the accompanying exercises are a useful feature of the book. Fractional simple equations and problems producing them receive ample notice. The chapters in indices, surds, and imaginary expressions come before that on quadratic equations. This order seems preferable. These chapters are sufficiently full and elaborate for the purposes which the book is intended to serve. It may be questioned whether, in the treatment of symmetrical expressions, sufficient space has been given to short methods in which type terms only are used. Factoring as a means of solving quadratic equations is extensively used, but not to the neglect of the plans of solving in ordinary use. An admirable feature of the work is that each exercise is preceded by solutions of type problems which illustrate the principles and serve as models for the student in putting his work on paper. The answers to all the problems are given at the end of the book. The quality of the paper, style of binding, typography, and in fact the mechanical part of the book in every particular, is highly creditable to the publishers.—*The Educational Weekly.*

We have special pleasure in noticing these two books on Algebra; they are printed and published in Canada; the printing, paper, and binding—"the whole get up"—is highly creditable to Canadian enterprise. Both firms deserve commendation for the finished style in which they have produced these mathematical books. Still more pleasure have we in stating that clear evidence is afforded by these books, the work of Canadian graduates, first class honorem in the department of mathematics, of careful and successful labor in the difficult undertaking of producing a text-book in Algebra. The composition of the Elementary Algebra shows unmistakable signs of haste; the algebraic element, much thought and skill. The literary part of the High School Algebra is more finished, showing traces of the "beaten oil," and the algebraic part is not inferior to that of the other book. The High School Algebra has a decided advantage in this respect—that the answers are given. Much attention comparatively is given in both of these books to "theory of divisors" and "symmetry," the author of the Elementary introducing this feature at a very early stage; the authors of the High School Algebra more gradually and at a later stage. We would say that a better plan is to reserve the formal treatment of symmetry, etc., until the scholar has a fair knowledge at least of quadratic equations. This is the teaching of our experience, and this is sustained by the most recent work on Algebra published in Britain. We are much gratified by the evidence of Canadian scholarship and enterprise give by these books.—*The Canadian Educational Monthly.*

NOTE.—The second book referred to in the above notice is *The Elementary Algebra*, by Dr. McLellan.

HIGH SCHOOL PHYSICS, BY GAGE AND FESSENDEN.

It is unfortunate that not a few of our Ontario text books, for both Public and High Schools, are more or less open to adverse criticism, and fail to meet the full approval of those competent to judge them. This holds true even of text-books of exact science. In regard to this class the fault is not, of course, usually with the science, but with the method of teaching it. The *a priori* method is fortunately going out with the cramming system. The absurd procedure in education of inculcating the principle first, instead of presenting the illustrations or experiments first and allowing the pupil to draw the conclusions therefrom, and thus naturally arrive at the first principle, is being superseded by a thoroughly rational inductive method. A new text-book entitled, "High School Physics," by Gage and Fessenden, which has recently been published and authorized by the Minister of Education, is at once an illustration and an evidence of the educational progress being made in this line. Some three years ago Mr. Cortez Fessenden, B.A., of the Napanee High School, having been requested to prepare a High School text-book on physics, began an examination of the English and American text books, and the book before us—an adaption of Gage's "Elements of Physics"—is the result. The work will undoubtedly receive the endorsement of every true educationist who has occasion to examine or use it. Its peculiar excellence lies in its clearness of style and its rational methods. The pupil is largely required to work his own way to conclusions and principles, thus strengthening and developing his mind instead of cramming it. The important work of preparing such a book was evidently placed in good hands, as Mr. Fessenden is known as one of our best educationists and as a very diligent student of mathematics and physical science.—*The Toronto Mail*.

The High School Physics has been authorized for the Protestant Schools of this Province.

ELTON J. REXFORD,
Secretary, Department of Public Instruction, Quebec.

Extract from Letter of S. P. Robins to Mr. Fessenden, dated McGill Normal School, Montreal, February 18th, 1888.

I am much pleased with your book, the course is well arranged, the experiments suggested are well designed for the purpose of instruction, and the examples to be solved well chosen. If such changes as I anticipate are made in the Normal School course next year, I will introduce it as a text-book.

SPOTTON'S BOTANY.

SCHOOL OF PRACTICAL SCIENCE,
TORONTO, April 23rd, 1888.

MY DEAR SPOTTON,—Many thanks for the book you sent me. I congratulate you on the success of your work, a success, in my opinion, thoroughly well deserved. The book is, I think, just what the student beginning the subject wants.

Yours sincerely,

W. H. ELLIS.

 HIGH SCHOOL CHEMISTRY.

I am very much pleased with the plan and execution of your book on chemistry. It is the only text-book on the subject that I have seen that agrees with my idea of what a text-book in science should be. I have longed to see such a text-book, for it is my only hope in science teaching; it obliges teachers to follow a good plan. I certainly shall recommend it wherever I have any influence. We are driven to preparing little manuals because of the utter absence of text-books which shall guide pupils to find for themselves.

A. C. BOYDEN,
Principal State Normal School,
Bridgewater, Mass.

I must congratulate you upon your work in preparing the chemistry. It is just what is required. You have done very much to introduce proper science teaching into our High Schools.

F. A. MERCHANT, M.A.,
Principal Collegiate Institute,
Owen Sound.

I have carefully examined the High School Chemistry by A. P. Knight and I fully approve of the plan upon which it is constructed. It is, undoubtedly, the best work on chemistry that has been yet authorized in Ontario; and I have adopted it as the only text-book in that subject in this High School.

DAVID ROBB,
Science Master High School, Clinton.

Knight's new High School Chemistry is the most complete text-book on the subject that our schools have had. The work is based on the plan which all successful teachers of science advocate, to train pupils to observe and obtain knowledge of themselves. It will speedily supersede other books on chemistry in use. It would be well if more of our text-books were framed by teachers having a practical knowledge of the requirements.

A. E. JEWETT,
Science Master High School, Campbellford.

I use the chemistry as a text-book, and I believe I can teach more chemistry that will be of use, both as regards information imparted, and powers of observation cultivated than in any book heretofore in use.

I used Reynold's Experimental Chemistry for one year, but at the end of the term I was not satisfied with the progress made by the class. The subjects did not seem to be taken up in a regular consecutive order that would impress them on the minds of the pupils.

JNO. J. MAGEE, B.A.,
Head Master High School,
Uxbridge.

My own knowledge of chemistry is not sufficient to justify me in expressing, with any confidence, an opinion on the merits of so much of your proposed manual as is contained in the sheets you enclosed. But, since my return to London, I have shown them to a friend and colleague much more competent than I am to judge of the plan, and he confirms my own impression that the combination of theory, practice and actual guidance in the conduct of experiments, which you advocate is entirely right in principle, and that mere observation of chemical processes, without careful direction as to what to observe and how to observe is of little value. I cordially wish success to your efforts to make the teaching of this important subject more rational and useful.

J. G. FITCH, M.A.,
One of Her Majesty's Inspectors of Schools, England.

The High School Chemistry is a magnificent work.

SYLVANUS PHILLIPS, B.A.,
Head Master High School, Petrolea.

I think that the Chemistry is a work very creditable to Canadian scholarship and enterprise. It is well adapted to the requirements of our High Schools.

A. W. REAVLEY, B.A.,
Head Master High School, Tilsonburg.

I regret that I have not had time to make so careful an examination of the High School Chemistry as I should wish, but so far as my examination has gone I have been convinced that it will prove a great help to the student in obtaining a practical knowledge of chemistry. It would be a little assistance in obtaining a merely theoretical acquaintance with that science. The tendency of the book is in the right direction.

A. WEIR, B.A.,
Head Master High School, Essex Centre.

The Chemistry by A. P. Knight, supplies a long felt need. A series of experiments easily performed by ordinary apparatus, arranged in the natural order for investigating the laws of chemistry is a need that is here supplied. Practical chemistry is what is expected to be taught and here we have a course laid that is found in no other work I have seen.

ED. LONGMAN.

A first class book.

S. T. HOPPER, B.A.,
High School, Oakwood.

I consider Knight's Chemistry exceedingly well adapted for use in this High School.

DAVID HICKS, B.A.,
Head Master High School, Beamsville.

I am well pleased with the book. We are introducing it into our High School.

L. C. CORBETT, B.A.,
Head Master High School, Arnprior.

An American edition is published, at the risk of the author, for use in the schools in the United States.

HIGH SCHOOL BOOK-KEEPING AND PRÉCIS WRITING.

From a brief examination of the book-keeping I think it well adapted to the purpose for which it is intended.

JAS. BOWERMAN,
Principal Model School, Napanee.

I have looked over the new book-keeping by MacLean, and find it very well adapted for the Commercial Department of the High School Course.

N. ROBERTSON, B.A.,
Head Master High School, Smith's Falls.

I think the High School Book-keeping an excellent text-book.

L. C. CORBETT, B.A.,
Head Master Public School, Galt.

The High School Book-keeping seems to cover the ground necessary for teacher's certificates more fully and exactly than any book at present in use on this subject.

A. WEIR, B.A.,
Head Master High School, Essex Centre.

I am well pleased with the High School Book-keeping which we are introducing into our High School.

L. C. CORBETT, B.A.,
Head Master High School, Arnprior.

I have looked over the book-keeping and précis writing. I think it an admirable work and will meet a much felt want.

SYLVANUS PHILLIPS, B.A.,
Head Master High School, Petrolia.

I am highly pleased with the High School Book-keeping as a whole. The work is so well graded from the beginning to the end that it must be a very desirable aid, not only to beginners but also to advanced pupils. The chapters on précis writing and indexing are excellent.

JNO. McLEAN,
Public School Inspector, St. Thomas.

The High School Book-keeping and Précis Writing has been introduced in our school. It is the best we found and suits admirably.

E. M. BIGG, M.A.,
Head Master High School, Parkhill.

McLean's High School Book-keeping puts in a nutshell the science of keeping accounts. The forms and methods must commend themselves to experienced accountants, and teachers and pupils will be glad of the authorization of such an excellent text-book. The chapters on précis writing and indexing are timely and helpful.

A. ANDREWS,
Head Master High School, Niagara.

I am now using McLean's Book-keeping in my classes, and find it admirably adapted for class work. It is a most practical work on an intensely practical subject, and, with the chapter on précis writing and indexing, the most complete text-book on the subject yet put into the hands of our pupils. The mechanical work reflects credit upon the house which publishes it.

ARNOLDUS MILLER, M.A.,
Head Master High School, Vienna.

I have examined the work and can heartily recommend it, not only for its valuable instruction on book-keeping but also for the hints, exercises and examination papers on indexing and précis writing. We are introducing it into our school; so far as practicable.

E. W. HAGERTY, B.A.,
Head Master High School, Mount Forest.

I am much pleased with the High School Book-keeping, and consider it well adapted for use in the Public and High Schools.

A. M. McCULLOCH, M.A.,
Head Master High School, Thorold.

The new work on book-keeping, precis writing and indexing is the best I have examined. I make use of it in the senior department of the Public School, and find it a very great help.

N. M. CAMPBELL,
Principal Model School, St. Thomas.

I have examined the High School Book-keeping, and can express my high opinion of it. Those attending our educational institutions with the view of preparing themselves for business, as their life work, must derive signal benefit from the use and study of the manual. I do not know a better text book.

ROBERT TORRANCE, D.D.,
Inspector of Public Schools, Guelph.

On examination I believe McLean's Book-keeping to be a comprehensive yet clear illustration of what it professes to teach.

W. W. JARDINE, B.A.,
Head Master High School, Newcastle.

I have examined the High School Book-keeping carefully, and consider it decidedly the best text book on the subject that I have seen. The best feature of it I consider to be the introduction of double entry first, beginning with very simple exercises and gradually advancing to those more complex. The numerous exercises for practice will be found of great service to the teacher. We have not omitted to introduce the book into our classes because we disapproved of it. Our pupils have thus far this term used exercises dictated by the teacher, or selected from Gage's, or Beatty & Clare's book which was already in their hands. It is our intention, however, to introduce your Book-keeping at an early date.

J. RYERSON, B.A.,
Head Master, High School, Orillia.

An immense improvement on the old style of text-book. The pages on precis writing and indexing render it specially valuable at this juncture of our educational affairs. In every department of the subject, the work seems full of information presented in the most recent methods.

ROBT. DOBSON, B.A.,
Head Master High School, Picton.

I have carefully examined the High School Book-keeping by H. S. McLean. In plan, matter and execution it is truly admirable. It is the best work of the kind I have ever examined.

I. S. ROWAT,
Principal Model School, Caledonia.

From a cursory examination of the High School Book-keeping, I am led to believe that it is well adapted to the purposes of a practical education in this important branch of study. I believe its arrangement and grading to be on the educative plan. I shall have pleasure in favoring its use.

M. N. ARMSTRONG,
Principal Model Schools, Orangeville.

I have thoroughly examined the High School Book-keeping and Precis Writing, and consider it superior to anything I have seen. I have gone through it with pleasure and profit.

JAMES DUNCAN,
Principal Essex Model and Windsor Central School.

I have carefully looked over the new High School Book-keeping, and I am pleased with the thorough method of induction pursued in the work, the practical nature of the transactions and the commercial character of the whole work. It commends itself to teachers as a valuable text-book, and it will be a most useful book to those desirous of acquiring a knowledge of this important branch.

A. E. JEWETT,
Commercial Master High School, Campbellford.

I am very much pleased with the High School text-book on Book-keeping. I consider it one of the best of the new series of school books, and I shall be glad to encourage its immediate use in book-keeping classes.

W. H. G. COLLES,
Public School Inspector, Chatham.

After careful examination I consider the High School Book-keeping equal in matter to the best American books on the subject. Its low price places it within the reach of all High School scholars. It will be introduced into the High School here.

JOHN J. MAGEE, B.A.,
Head Master High School, Uxbridge.

PUBLIC SCHOOL MUSIC READER.

After carefully examining the above-named books, I can say they are the best I have yet seen for the use of Public Schools of Canada. The music is bright and the words suitable for children.

F. E. ARMSTRONG,
Principal Girls' Public School, Victoria, B.C.

PHYSICAL CULTURE.

Physical Culture: First Book of Exercises in Drill, Calisthenics and Gymnastics. By E. B. Houghton. Toronto: Warwick & Sons.

Physical Culture is a book designed to meet the modern requirements of the schools, and is the production of a gentleman who has had large practical experience in teaching drill, calisthenics and gymnastics. It is not, like other books on the subject, made up of clippings from various sources, but is original in its details with the exception of the chapters on "Drill," which are taken from the "Queen's Regulations," the phraseology being altered to suit "pupils" instead of "soldiers." The book is divided into Part I., for boys, and Part II., for girls, each department giving instructions in drill, calisthenics and gymnastics, arranged to suit the sex and based on scientific principles. As the best form of exercises to promote physical development, counteract the influence of mental strain, recreate both mind and body and conduce to general robust health, the book will prove invaluable. It will also be found desirable by military men, athletics, etc. Several important features are introduced, the various figures are neatly illustrated, and the work is progressive throughout. The book is crown octavo, 280 pages, toned paper, handsomely bound in cloth; price 50 cents. Authorized by the Minister of Education. —*Guelph Mercury*, August 20th.

Physical culture is a very important but sadly neglected part of the education of youth of both sexes. Looking to the welfare of the individual only, it is better that he should be brought up with a healthy body than with a highly cultured mind. But physical training, so far from interfering with or retarding mental training, actually assists it. It is highly gratifying to know that the Education Department of Ontario is disposed to encourage in the Common Schools of the Province the training of the body as well as of the mind. The Minister of Education has authorized, and Messrs. Warwick & Sons, Toronto, have published a book of exercises in drill, calisthenics and gymnastics, by E. B. Houghton. It may be considered a book for beginners, and is designed for use in schools rather than in colleges. It begins, very properly, with the elements of military drill. The public interest would, no doubt, be served by carrying these exercises farther. In a democratic country it is not wise to maintain a standing army; and in Canada we trust it will never be necessary to keep more than a police force. But the time may come when the people will be called upon to defend their soil, and in such case all would like to have some acquaintance with military drill. Our fine volunteer force supplies the nucleus of an army, and constitutes a military school which thousands of young men enter annually, and in which they acquire military knowledge retained by them throughout life. But it is possible to make the Public Schools preparatory and contributory to the volunteers. It is therefore to be hoped that the efforts of the Minister of Education to make military drill and gymnastic exercises in schools more generally practiced than they are now will be effective.—*Hamilton Spectator*, August 23rd, 1886.

The Minister of Education has authorized and Messrs. Warwick & Son, of Toronto, have published a book of exercise in drill, calisthenics and gymnastics by E. B. Houghton. Physical culture is a very important but sadly neglected part of the education of the youth of our land, and the efforts of the Minister of Education and the publishers of this excellent little hand-book, it is hoped, will result in the introduction in our schools of a more thorough and efficient system of physical training than has existed, if any such system can be said to have existed, in the past. This Houghton hand-book is designed for use in the Public Schools, and begins very properly with the elements of military drill as contained in the Field Exercise. The latter part of the work is devoted to calisthenic exercises for girls. The volume is neatly printed on toned paper, the exercises fully explained and clearly illustrated, and the whole handsomely bound in cloth; 277 pages; price 50 cents.—*St. Thomas Times*, August 25th.

Physical Culture is a book designed to meet the modern requirements of the schools, and is the production of a gentleman who has had large practical experience in teaching drill, calisthenics and gymnastics. The book is divided into Part I., for boys, and Part II., for girls, each department giving instruction in drill, calisthenics and gymnastics, arranged to suit the sex and based on scientific principles. As the best form of exercises to promote physical development, counteract the influence of mental strain, recreate both mind and body and conduce to general robust health, the book will prove invaluable. It will also be found desirable by military men, athletes, etc. Several important features are introduced, the various figures are neatly illustrated, and the work is progressive throughout. The book is crown octavo, 280 pages, toned paper, handsomely bound in cloth; price 50 cents. Authorized by the Minister of Education.—*Belleville Intelligencer*, August 28th.

The other book is Physical Culture, a First Book of Drill, Calisthenics and Gymnastics for Canadian Schools, by E. B. Houghton, who has had large practical experience in teaching drill, calisthenics and gymnastics. It is original in its details with the exception of the chapters on drill, which are taken from the Queen's Regulations, the phraseology being altered to suit pupils instead of soldiers, and is divided into Part I., for boys, and Part II., for girls, each department giving instructions in drill, calisthenics and gymnastics, arranged to suit the sex and based on scientific principles. Price 50 cents. Both these books are authorized by the Education Department of Ontario.—*Brockville Recorder*, August 30th.

Physical Culture, just issued by Wm. Warwick & Sons, Toronto, is a book designed to meet the modern requirements of the schools, and is the production of a gentleman who has had large practical experience in teaching drill, calisthenics and gymnastics. It is not, like other books on the subject, made up of clippings from various sources, but is original in its details, with the exception of the chapters on "Drill," which are taken from the "Queen's Regulations," the phraseology being altered to suit "pupils" instead of "soldiers." The book is divided into Part I., for boys, and Part II., for girls, each department giving instructions in drill, calisthenics and gymnastics, arranged to suit the sex and based on scientific principles. As the best form of exercises to promote physical development, counteract the influence of mental strain, recreate both mind and body and conduce to general robust health the book will prove invaluable. It will also be found desirable by military men, athletes, etc. English Literature, for University matriculations and second and third-class teachers' examinations for 1887, is from the same publishers.—*Woodstock Sentinel-Review*, August 27th, 1886.

Physical Culture is a book designed to meet the modern requirements of the schools, and is the production of a gentleman who has had large practical experience in teaching drill, calisthenics and gymnastics. It is not, like other books on the subject, made up of clippings from various sources, but is original in its details, with the exception of the chapters on "drill," which are taken from the "Queen's Regulations," the phraseology being altered to suit "pupils" instead of "soldiers." The book is divided into Part I., for boys, and Part II., for girls, each department giving instructions in drill, calisthenics and gymnastics, arranged to suit the sex and based on scientific principles. As the best form of exercises to promote physical development, counteract the influence of mental strain, recreate both mind and body and conduce to general robust health, the book will prove invaluable. It will also be found desirable by military men, athletes, etc. Several important features are introduced, the various figures are neatly illustrated, and the work is progressive throughout. The book is crown octavo, 280 pages, toned paper, handsomely bound in cloth; price 50 cents. Authorized by the Minister of Education. *Journal (St. Thomas)*, August 27th.

Physical Culture (Toronto: Warwick & Sons) is the title of a First Book of Exercises in Drill, Calisthenics and Gymnastics, by Mr. E. B. Houghton of this city. It has been authorized by the Minister of Education for use in the schools and colleges of Ontario. Mr. Houghton has had large experience in teaching the subjects with which he deals in this volume, and his treatment of them is original in its details, with the exception of the chapters on drill, which are taken from the "Queen's Regulations." The aim of the exercises given is not only to cultivate the muscles of the pupils, but to call their minds into action by the active and studious attention which the correct and graceful performance of them requires. Among other original features are the reduction of the rudiments of Indian club-swinging for the first time to a scientific basis, a time-table, descriptions of gymnasia for High and Public Schools. The exercises are complete in themselves, except where arranged in groups or sections, in which cases they are progressive. The book contains numerous illustrative diagrams, and is very neatly bound.—*Mail*, September 4th.

We have received, with the author's compliments, a new work on Physical Culture, by E. B. Houghton, well known to our citizens from his connection with our High School. The book is a work of 277 pages, neatly bound and well illustrated, giving full instructions in a comprehensive system of drill, calisthenics and gymnastics for the use of High Schools, Colleges, etc. It is authorized by the Minister of Education, and will be found of great utility.—*Banner (Chatham)*, August 8th.

Physical Culture is a manual issued by Warwick & Sons, under the authority of the Minister of Education. The manual is divided into two parts, the first intended for boys and the second for girls, each department giving instruction in drill, calisthenics and gymnastics, arranged so as to form a complete system of physical education. The exercises with clubs and dumb-bells are especially well arranged, the graduation being such that the scholar's interest will be maintained throughout. The work is fully illustrated.—*Globe*, September 3rd.

This is a work specially designed for the use of Colleges, Collegiate Institutes, High Schools, Public, Separate and Private Schools and Gymnastic Associations. It is authorized by the Minister of Education for Ontario. It deals with drill, calisthenics and gymnastics for girls and boys, and the descriptions of the exercises are greatly assisted by the illustrations of special positions which accompany the text. It is purely a practical elementary text-book, embracing nearly all the elementary exercises required to make physical education efficient, interesting and popular.—*Huron Signal*, September 3rd.

This book is authorized by the Ontario Minister of Education for the use of colleges and schools. Mr. Houghton, its author, was for years drill instructor at Chatham High School, and is a gentleman who has long taken a deep and intelligent interest in physical education. He is well fitted to make a school drill book one of real value, and we should judge that the present work does him full justice. The exercises are well graded, safe, and clearly described, and with Mr. Houghton's help any school teacher should be able to help on materially the important but sadly neglected cause of physical development.—*Montreal Star*, August 21st.

Physical Culture, by E. B. Houghton, will supply a felt want in Canadian school literature. It is the production of a gentleman of wide experience in the teaching of

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drill, calisthenics and gymnastics. The book is not a compilation from other sources, but, with the exception of the chapters on drill, is original in its details. Military men and athletes, as well as school pupils, will find the work a desirable one. The book is handsomely bound in cloth, and costs 50 cents. It has been authorized by the Minister of Education.—*Stratford Beacon*, September 3rd.

Many of the High School students and others will remember the efficient instructor in drill, gymnastics and calisthenics, who was engaged at one time by the High School Board, Mr. E. B. Houghton. We were pleased to receive the other day a book written by him entitled "Physical Culture," for the use of Public and High Schools and Collegiate Institutes. It is called the first book of exercises in calisthenics and gymnastics, from which we are led to assume there is more to follow. The book in question has been authorized by the Minister of Education, which gives our friend Houghton a much stronger grip on the public. As would be expected, it is most thorough and systematic in all its parts, and dealing with practical work throughout. Only a few pages of an introduction are devoted to the advantages of physical training, while all the rest is devoted to the formula of drill, gymnastics and calisthenics, and which is liberally illustrated. We congratulate Mr. Houghton on the book before us, and really believe it will be of great services to the schools of Ontario.—*Chatham Planet*.

Our leading article on "Physical Culture" in last week's issue will prove how favorable we are to the use of text-books of this description in our schools, and Messrs. Warwick & Sons' edition we especially recommend. "Physical Culture" is a book designed to meet the modern requirements of the schools, and is the production of a gentleman who has had large practical experience in teaching drill, calisthenics and gymnastics. It is not made up of clippings from various sources, but is original in its details with the exception of the chapters on "drill," which are taken from the "Queen's Regulations," the phraseology being altered to suit "pupils" instead of "soldiers." The book is divided into Part I, for boys and Part II, for girls, each department giving instruction in drill, calisthenics and gymnastics, arranged to suit the sex, and based on scientific principles.

It goes into practical details: teaches boys how to march, dress, turn, salute, and all the movements necessary for "drill." It explains well and minutely the use of dumb-bells, clubs, ropes, and many exercises well calculated to develop all the muscles of the body. This, we think, is the chief merit of the book. The author fully grasps the important fact, known not only to medical men but also to athletes, that it is above all things necessary to exercise all the muscles or all the different sets of muscles in turn if we would not only arrive at any degree of physical culture, but would even avoid distortion. For this reason it is that those who endeavor to excel in some particular feat—rowing, for example, or running, or bicycling, find it necessary to add to the development of the muscles needed for this, the development of the whole muscular system of the body: they, each and all, run, walk, attend the gymnasium, use clubs and dumb-bells, etc. The writer also sees the advantage of exercise in the open air. Upon this too much stress cannot be laid. How much do soldiers owe their generally enviable physique to the five o'clock parade. We might here make a suggestion which we think has not heretofore been thought of: It is well known that speaking in the open air is a wonderfully beneficial exercise. Many have noticed the effect of this upon the lungs of army officers. To this John Wesley, who made a habit of preaching in the open air daily early in the morning, traced his haleness in old age. It may seem an out-of-the-way proposal, but we think that if each of the members of a company of boys or girls at drill were to take his or her turn at giving the words of command, if nothing else, much benefit would be derived—especially if they were taught to expand the lungs, throw back the shoulders, and speak from the chest. A master who conscientiously drilled his boys with this book

as a guide would, we venture unhesitatingly to assert, produce a company of muscular and well trained lads fit for all kinds of arduous labor, and capable of learning more book-work in a given time than any class who had had no such advantages. The portion of the book devoted to girls also merits high praise.—*Educational Weekly*, September 9th.

“Physical Culture,” by E. B. Houghton, is a new book published by Warwick & Sons, which has just been authorized by the Minister of Education. It is a handsomely bound volume of 277 pages, crown octavo, and is a valuable addition to our school texts. Mental work carried on at the expense of the physical system is a drainage on capital, but when the mind is actively engaged in directing the grace and precision of muscular movements in concert, there is a beneficial effect on all the faculties and functions. The book before us contains instructive chapters on drill, calisthenics and gymnastics, and is divided into Part I for boys and Part II for girls. The exercises are progressive and aim at promoting intellectual activity, developing muscular strength and producing symmetry of form and elegant deportment. The drill is a reprint of “Queen’s Regulations,” the phraseology being adapted to teachers and pupils instead of officers and soldiers, and is just what we want for the training of the rising generation of Canada’s warriors, now attending colleges and schools. The chapters on calisthenics and gymnastics are particularly good and suitable, being scientific in plan, systematic in arrangement and tending to bring into action new, useful and important features in every exercise. There is ample internal evidence in the book that the author is an expert in what he teaches, for we can see none of those senseless exercises that are given in manuals of this kind for cultivating the muscles at the expense of the mind. The work will be found valuable by all who desire to preserve “a sound mind in a healthy body” and will be read with interest by military men and athletes. The price is 50 cents and we have rarely seen better value for the money.—*Whitby Chronicle*, September 10th.

To Mr. E. B. Houghton :

DEAR SIR.—I have taken great pleasure in carefully reading your text-book of “Physical Culture,” as it seems to supply a need which has long been felt in the way of simplifying and adapting gymnastics to the requirements of even the youngest pupils. As one branch of education your method makes it both enjoyable and pleasing as well as physically beneficial, and I see no reason why examinations should not be held upon it. Particularly do I endorse your using the Military Squad Drill as a basis of fundamental rules. The higher exercises in calisthenics are made so clear that they can be taught by even an unskilled instructor, and introduce a branch which I believe has never before been brought forward.

I can most heartily recommend your work and hope that its introduction into the public schools will open up new ideas in matter and method of teaching.

Yours truly,

W. E. CLARKE,
Late of the Q. O. R. Gymnastic Class.

Toronto, August 24th, 1886.

BALDWIN’S ART OF SCHOOL MANAGEMENT.

“It is an improvement on the original. The addition of the part of the School Law necessary for 3rd class teachers should enhance its value.”

J. DAY,
Head Master, Model School, Bradford.

"I consider your edition preferable to the original one for the use of the M. S. Students, and that the portions of School Law appended will be appreciated very much both by masters and students."

HENRY GRAY,
Head Master, Model School, Milton.

"The change of text, omission of matter not suitable for our schools, and Appendix containing portions of the School Law required for third class teachers, are highly commendable. I think more might have been omitted to advantage; still I consider the book very much in advance of the original form, and can cheerfully recommend it for use by both teachers and students."

THOS. DUNSMORE,
Head Master, Model School, Strathroy.

"It is undoubtedly much more suitable for our work than the American edition. The Appendix of School Law and Regulations is just what was wanted. It will save a great amount of labor to both teacher and student. If a chapter or two on 'Methods' had been added, a want that is felt by many would have been supplied."

A. WARK,
Head Master, Model School, Sarnia.

"Very convenient for Model Students."

T. FRAZER,
Head Master, Model School, Owen Sound.

"Much better for practical use in Ontario, while the Appendix (School Law and Regulations) will be of very material advantage."

T. O. STEELE,
Head Master, Model School, Barrie.

"Just the thing, not only for Model School students, but for teachers generally. Live teachers will buy and study it; 'slow coaches' should be compelled to do so."

G. W. JOHNSON,
Head Master, Model School, Hamilton.

"It is just what is needed for County Model School work. The appendix enhances its usefulness. I shall be most happy to recommend it to the Essex Model School class on the 14th September."

JAMES DUNCAN,
Principal, Essex Model and Windsor Central School.

"I like it very much. It is a decided improvement having the School Law and Regulations added. I will recommend it to the teachers-in-training when the term begins."

N. M. CAMPBELL,
Head Master, Model School, St. Thomas.

"The work in its present form is well adapted for use of Model School students. You have relieved Model School masters of the trouble of culling out irrelevant sections, and of making necessary corrections and additions."

C. W. CHADWICK,
Head Master, Model School, Stratford.

"The book is much better adapted for the use of teachers and students than the original edition. The Appendix is an important feature."

W. R. LOUGH,
Head Master, Model School, Clinton.

"The objectionable features of the original manual have disappeared, and the School Law needed for teachers-in-training takes a very convenient form. I am much pleased with the edition."

H. F. McDIARMID,
Head Master, Ingersoll Model School.

"For Model School teachers-in-training it is just the thing, being free from the extraneous matter to be found in the old edition, much of which is not applicable to schools in Canada."

J. A. WISMER,
Principal, Parkdale Model School.

"I shall lay it before my class and call attention to its merits. The extracts from School Law and Regulations in Appendix will render the volume more desirable."

J. BOWERMAN,
Principal, Model School, Napanee.

"It will meet the wants of our students much better than the American edition."

JOHN McJANET,
Head Master, Model School, New Edinburgh

"The volume has a neat appearance, the paper is good and the type clear. Appendix No. 1 enhances its value. The editor has made the book more suitable for our students than it was."

R. ALEXANDER,
Principal, Model School, Galt.

"I am much pleased with the change the book has undergone. The price is very reasonable. The Appendix greatly increases the value of the book."

P. TALBOT,
Principal, Model School, Cornwall.

"It is a very great improvement on the American edition, which contained a good deal of unsuitable matter. The Appendix saves much labor to both teachers and students. The price I consider very reasonable."

C. MACPHERSON,
Principal, Model School, Prescott.

"You have done for us what every Model School principal was forced to do each year; but you have done more than we could do and much better. I am well pleased with the general get up of the book."

R. K. ROW,
Principal, Model School, Kingston.

"Consider it a great improvement on the old edition."

A. KENNEDY,
Principal, Model School, Martintown.

"Editor and printer have done their work well. Shall be glad to recommend the Canadian edition to students."

W. RANNIE,
Principal, Model School, Newmarket.

SCHOOL ARCHITECTURE AND HYGIENE.

New York Building, (August 14th, 1886), says:—

"This is a most useful publication and one deserving great praise. It is an attempt on the part of the Department of Education of the Province of Ontario, Canada, to formulate, in plain language, hints and suggestions on school house architecture. The book, which, we believe, is printed only for private circulation amongst teachers, boards of education, school trustees, and medical superintendents of schools, is, in many respects,

similar to the official document on "Rural School Architecture," recently prepared by Prof. T. M. Clark, of Boston, under the direction of Hon. John Eaton, United States Commissioner of Education. The different chapters of the book discuss the selection of the school site, the school grounds and outbuildings, the school well, the construction of latrines or school privies, school lavatories, cesspools, dry earth closets, the school play-grounds, shade trees and shrubs, school entrances, and finally, at length, and with the aid of numerous plans, the construction of schoolhouses, and the requirements of a model schoolroom, including heating and ventilation. We have merely attempted a brief enumeration of the contents of this valuable work, leaving it to the readers who may be successful in securing a copy to judge of the merits of the advice and rules given. Whatever these merits may be, the attempt to popularize school hygiene is deserving the highest praise."

La Revue Pédagogique, Paris, France, for July, 1886, says of this work:—

We have received from Ontario, Canada, a remarkable publication, prepared under the direction of the Minister of Education, by the Deputy Minister of Education of that province, Dr. J. George Hodgins, and entitled "Hints and Suggestions on School Architecture and Hygiene." The author had already treated the same subject in a previous work; and the knowledge of school architecture has, however, progressed since that time, and this work is brought up to date. The rules and regulations concerning this matter which were published last year by the Department of Education of Ontario prove that they do not intend to remain behind owing to an adherence to routine in Canada. Every article of these rules is explained and commented on by Dr. Hodgins and supported by the opinions of the most competent authorities, which are, either the Provincial Board of Health, or American educators and architects, or else again the hygienists of old Europe. This work, which is addressed chiefly to the School Boards of Upper Canada, is worthy of being studied by those of Lower Canada, and coming over the ocean, to take its place in our libraries.

The first few chapters are devoted to the consideration of questions regarding sites, digging of wells, arrangement of privies, etc. The author prefaces these hygienic recommendations with the suggestive motto of the State of Iowa, "A school on every hill top." He lays great stress upon the departmental regulations relative to the play-grounds, and to the planting of trees near the school house. As in the United States, so in Ontario, a special ceremony in which the school children participate, takes place at this planting. Two plans are given representing an ideal school site, thus ornamented with trees and shrubs; upon one of these plans is drawn a flower bed in front of the school house; the two play grounds, one for the boys and one for the girls, are quite extensive, and contain covered sheds, with seats, parallel bars, and wooden dummy horses for the boys, and a swing for the girls.

There are also chapters which treat of the construction of the school building, full of information—the fruits of American experience.

The Canadians, loyalists as they are—at least in Ontario—are right to look their examples, in the matter of popular education, more largely in the United States, their neighbor, than in royal old England, still afraid of sliding too quickly over the precipice of democracy. She is verging towards it, nevertheless, because she cannot help being what she is—a land of liberty and light.

Almost on every page we find recorded the opinion of that distinguished authority upon school organization, and the great friend of youth which America has just lost—Dr. John Philbrick. Here, for instance, the dimensions of the schoolroom which he recommended in his last report upon city schools, in 1885, for a class of fifty pupils: breadth, 25 ft.; length, 33 ft.; height, 13 feet; windows to be all on one side, at the left of the pupils (not condemning one or two windows at the back, if need be); windows separated by equal spaces, and elevated three and a-half feet from the floor, reaching to within six inches of the ceiling, forming a window-surface equal to one-sixth of the total floor-

surface, and furnished with ventilators on the upper end; on the wall opposite the windows, two doors surmounted by two fan-lights; the ceiling white, the walls slightly tinted.

The rules in Ontario recommend a minimum of twelve square feet per pupil, and a space allowing 250 cubic feet of air to each pupil, with a system of ventilation completely renewing the air three times every hour.

The different modes of ventilation and heating are carefully described, together with the means of examining the impurities of the air. To prevent panics in case of fire, the pupils are instructed as to the proper and orderly way of leaving the school building upon three given successive signals: 1st, all stand up; 2nd, range themselves in two lines; 3rd, pass out, the girls going first. Besides these manœuvres, which are also taught in the schools of Vienna, and which will allow, it is said, if they are executed with a military precision, a school house to be emptied of six hundred pupils in the space of two minutes. Dr. Hodgins recommends still further, following American authorities, the following precautions: Fire-proof furnaces and heating apparatus; numerous exits, opening outwards; incombustible staircases, that is to say, made of stone or iron.

The question of recess or intermission between classes, upon which point opinion is very much divided, is treated chiefly from the point of view of the necessity of ventilation. The authorities quoted by Dr. Hodgins advocate the retention of the custom, the advantages of which are: the brightening up of the children, the relaxing of the mental strain, and, above all, the opportunity of ventilating the class rooms. But there are also drawbacks: the quick transition of the children from the warm air to a cold or chilly atmosphere; the difficulty in the case of the girls (for there are very few monitors in America or Canada), viz., superintendence of the games of the boys—more than likely to be influenced by the brutality of any ill-brought-up children; and evil conversations. At Albany they have done away with the recess, but they have extended the intermission between the morning and afternoon classes. The Chicago Superintendent of Schools recommends a mixed system which would only allow a limited number of children on the play-ground at once—one division at a time; others advising drill and gymnastic exercises, which certainly do not partake of the character of free play, but which do away with the dangers arising from too rough play or evil conversations.

One of the most interesting chapters is that on school decoration. Dr. Philbrick's advice and experience are again utilized, by means of extracts from his reports upon the project of a school museum of art, elaborated by a special commission appointed in 1880, and upon the attempts which our example had inspired a little while after two important English associations had been formed, and which merit a study to themselves, viz.: the Manchester Art Museum, and the Art for Schools Association of London, presided over by Ruskin. Both were represented at the Heath Exhibition.

This work contains many tasteful designs for rural and city schools, among which we notice especially those of a Chicago architect, M. Randell, whose *façades* are perhaps too ornamented, but whose arrangement of interiors does not lack originality. The most remarkable of the new style of buildings in the United States, are the school buildings of Denver, Colorado; schools two storeys high, accommodating a dozen classes, with four exit doors, two large stairways, an immense corridor or central vestibule, a special cloak-room for each class, small recreation rooms, etc.; and the schools of Portland, Oregon, planned on very much the same principle, except that the interior hall is almost oval. One of the principal problems of school architecture in America where there are no special residences for masters consists in arranging the seats so as to simplify the duty of supervision when in-doors, and of facilitating the going and coming from one class-room to another, and of quick egress in case of fire.

We find in this Canadian book, at the same time, a very large amount of information upon school architecture in the United States, which is to say that it renders it doubly interesting and instructive in our own estimation.

This pamphlet is most timely. It is well conceived and admirably executed. The best authorities on school architecture in its relation to hygiene have been thoroughly mastered and their views admirably grouped for school officers and teachers. The publication is a most valuable contribution to the literature on this subject and deserves the widest circulation.

JOHN EATON,
United States Commissioner of Education.

Washington, D.C., May 4th, 1886.

MANUAL OF HYGIENE.

Manual of Hygiene for Schools and Colleges. Toronto: W. Briggs.

Prepared by the Provincial Board of Health, and authorized by the Minister of Education for use in all schools under the control of the Education Department of Ontario, this work, while presenting nothing of originality in conception or treatment, appears to be a very fair compilation from acknowledged text-books and authorities on both sides of the Atlantic. A good table of contents precedes, and an index follows the text; while speedy reference is much facilitated by printing the first words of each paragraph, which are so contrived as to give a clue to what follows, in condensed type. The references of the index, too, are to paragraphs not pages. There is the usual amount of elementary physiology; which, however, we would rather have omitted, and taught, as our syllabus requires, previously from special text-books. Among the statistics adduced in proof of the influence of sanitary improvements on the health of towns, the most remarkable are those showing the reduction of the mortality from typhoid in Munich, from 242 to 17 per 100,000, step by step with the introduction of better methods of sewerage. We should, however have liked to see more attention called to the fallacies incident to the inconsiderate use of statistics. There are some interesting remarks on the feasibility of sewage irrigation even when the ground is frozen hard and covered with snow. Mr. W. Briggs' (not the publisher's) experiments with smoke in demonstrating the movements of the air in rooms, with the inlets and outlets in different positions, are most interesting, and, should they be verified, cannot fail to be of the utmost practical importance. He found a complete change of the air in every part of the room only when the outlet was at the level of the floor and the inlet high on the same side. The chapters on school hygiene are especially good, and the work as a whole—covering a somewhat wider field than our elementary and advanced, but a narrower than our honors syllabus—is one which we can heartily recommend. We cannot but think, however, that the introduction of a few mathematical formulæ in the chapters on ventilation and sewerage would be an improvement.—*The Schoolmaster.*

* * * We congratulate the Minister of Education and the public on the result of this undertaking.—*Canadian Practitioner*, April, 1886.

* * * I think the work valuable not only for school, but for general use, and it will be a suitable text-book for the people at large as well as for the children in the schools. It is easy to conceive how the rate of mortality in a community may be lessened and the general health rate improved by the dissemination of knowledge upon the laws of health and right living, such as your little work aims to give. I intend directing the attention of our health authorities, as well as the Board of Education, to the book.

J. B. SOMERSET,
Superintendent of Education, Winnipeg, Man.

* * * The Manual impresses me as a production of much merit.

DAVID ALLISON,
Superintendent of Education, Halifax, N.S.

* * * It seems well adapted to its purpose, and if generally used will do much good in educating the people.

JOHN S. BILLINGS,
Washington, D.C.

* * * I have looked through it hastily, and am very much pleased with the manner in which you have solved what has always seemed to me to be a difficult problem, namely, the simplification and popularization of so complicated a theme.

ALBERT H. BUCK, M.D.,
Editor of Buck's Hygiene and Wood's
Reference Hand-book of the Medical Sciences,
New York.

* * * Very thorough and comprehensive.

SIR WILLIAM DAWSON,
Montreal, P.Q.

* * * I am reading the text-book on Hygiene, and am delighted with it. It is the only real text-book on hygiene in our language. I can say this advisedly, having spent months in collecting and examining others.

J. N. McCORMACK,
Bowling Green, Ky., President of the
Conference of State Boards of Health of the U.S.

* * * After perusal I have formed a very favorable opinion of the book, as being well calculated to diffuse knowledge of a kind so important to the well-being of every community.

DR. W. S. HARDING,
Port Quarantine Officer, St. John, N.B.

It is wisely, carefully and competently written in the language of everyday life, and in accordance with the latest discoveries in sanitary and general medical science. It supplies just such a handy book on the subject of which it treats as has been long wanted, and the community is under obligations to those who have written it.—*Toronto Globe.*

It possesses the merit of being what it pretends to be—a trustworthy guide to the elements of sanitation. The compilers have been careful to avoid the use of technical expressions beyond the comprehension of ordinary readers; and as they include in their scheme a brief *résumé* of the most important anatomical and physiological facts necessary to a comprehension of the laws laid down, the book is admirably adapted to the class of readers for whom it is intended. Among the chapters more particularly worthy of notice are those on ventilation, sewage—both containing concise accounts of the methods in use on this continent and in Europe—infection and contagion, disinfectants and the mode of using them, adulteration, supply and distribution of water, the lighting and furnishing of school-rooms. Due prominence is given to the exposure of popular fallacies respecting ventilation and clothing, together with useful hints as to the treatment of poisoning, hemorrhage, and other accidents and emergencies. Though intended primarily for teachers and for pupils in attendance at the Normal and other schools of the higher grades, its sphere might be extended with advantage to parents and school teachers, and even members of local boards of health, judging from the experience of the past, need not disdain to profit by its teachings. The book is profusely illustrated with cuts illustrative of the text.—*Toronto Mail*.

* * * While it is thoroughly scientific it avoids technical phraseology, and it is so lucidly written that any intelligent reader can readily understand it. It will be invaluable for teachers, heads of household, and all who have to look after the sanitary welfare of schools and families.

It is not a system of dogmatic directions, but the physiological reasons for the counsels given are fully explained. We are confident that the study of the principles of this book would lead to the correction of many unsanitary practices, and would greatly improve the health of the community. * *

The book is elegantly manufactured, and the engravings, eighty-seven in number, are excellent in style and admirably illustrate the subject.—*Methodist Magazine*.

I have waited until I could thoroughly examine the "Manual of Hygiene," which you were kind enough to send me, at the request of Dr. Oldright. I am very much pleased with the work, in that its statements are so concise, clear and succinct, both as to facts and theories. There is not a useless word in it.

Those subjects which are specially treated of in my lectures before the class at the Boston University Medical School, are so perfectly epitomised in the Manual that I would like to use it as a text-book, and as a "Quiz" book.

Upon what terms can you deliver me thirty copies in Boston?

E. M. JONES, M.D.,
Taunton, Mass.

"*The Ontario Readers*. First Reader (parts 1 and 2), and Second, Third and Fourth Readers. Toronto: Copp, Clark & Co.

These Ontario Readers are authorized by the Canadian Minister of Education for use in the public schools, and are fine specimens of what a set of reading books should combine. They begin with the elements in Part 1 of the First Reader, and gradually go on through the simplest primary exercises, until, in No. 4, we have selections from authors who stand in the front rank of English Literature. High-class pictorial illustrations are a considerable feature in both parts of the First Reader, and materially assist teacher and scholar in surmounting the difficulties in the early stages. The Second Reader is adapted for a good second standard, the Third Reader for the next two standards, and the Fourth Book would suit the upper classes in any school. It is a veritable storehouse of gems of modern English, and is as interesting to the adult and junior students in the mother country as we hope it proves to the adult and scholar in the great Canadian Dominion over the wide Atlantic. The preface and explanatory pages to each book are excellent accompaniments to the set. Such books are an honor to any country. If children are to be taught reading in a logical manner, and to have their intelligence developed on rational lines, and withal to receive encouragement in their daily tasks, books like the Ontario Readers must be successful in producing such results, or they can never be done at all."—*The Schoolmaster*.

Canadian Drawing Books.

Copy of letter from Miss Gann, Superintendent of the Female School of Art, under the patronage of the Queen, 43 Queen Square, Bloomsbury.

NOVEMBER 8th, 1886.

DEAR SIR,—The five little books, "The Canadian Drawing Course," which you have been good enough to send me, as being specially designed for pupils in schools when trained teachers in drawing are yet unattainable, I think excellent for the purpose.

I might suggest, if you publish a further course, that it would be interesting, and would make a variety always desirable in teaching the young, if you could make use of other leaves and treat them as you have done the horse chestnut in Book 2.

Miss Wilson and myself were much pleased with our visit to the Educational Department of Canada in the Colonial and Industrial Exhibition, which you made so interesting by your explanations.

We considered the Elementary work exceedingly good and the designs especially so. I wish we could have specified some of the works which pleased us most, but unfortunately we did not take any notes at the time.

I have, etc.,

LOUISA GANN.

DR. MAY,
Canadian Exhibition,
London.

