

Literary Chat-Chat.

The North American Review is to publish the diary kept by Gen. Grant during his tour around the world.

A new Canadian venture that promises to be of interest, is announced by Dawson Bros., of Montreal, in the shape of "The Songs of Old Canada," translated from the French by William McLellan.

Gen. Logan's contribution to the war literature of the United States, is to be called "Treason's Pathway to the Rebellion."

"The great sensation of the ensuing month outside the realm of politics will be the appearance in English garb of that remarkable work of a remarkable author, *Salammô*, by Flaubert, the father of the school of realism. M. French Sheldon, who is responsible for the translation, has so ably construed the original that every detail of the Carthaginian mystery so entrancing in the original has been preserved, and as the volume is dedicated to Stanley, the African explorer, and is prefaced by a sketch of Flaubert, written by Edward King, the American poet, Messrs. Saxon and Co., the publishers, should have a busy time of it during November."—*St. Stephen's Review*."

A forth-coming novel by Hon. U. U. Astor, late American Minister to Italy, is likely to meet a large sale. The wealthy author not wishing "to frighten off the publishers with his name, submitted the MS. anonymously and had it accepted on its merits, unprejudiced by the knowledge that there were "millions to back it." Chas. Scribner's Sons, are the publishers.

It is said that the speeches and letters of Lord Randolph Churchill, will shortly be published under the title of "Plain Politics for the Working Class."

Ticknor & Co., have issued a beautifully printed edition of Mr. Howell's poems, including a number which thus first see the light.

A new edition of Carlyle's "Sartor Resartus" just brought out by Estes & Lauriat, is considered the most attractive of all the American reprints.

Miss Sara E. White's "Stories for Kindergartens and Primary Schools," has just been issued in neat and serviceable form by Ginn, & Co.

Correspondence.

To the Editor of THE CANADA SCHOOL JOURNAL.

Mr. Editor: I am not a writer on education, but having a great interest in our school system, in particular the part which pertains to our rural school, I am bold enough to attempt a letter.

We have many able writers, and dictators of best methods of teaching, who present splendid theories, but they do us but little good as there is too much theory in their sayings. They fail to give us the actual practical details that successful teachers adopt, to bring about the best results. The young teacher is not interested so much in a brilliant essay on Psychology, as he is on the best way to "make a hit." He wants to know how to teach this, or that particular subject. How does so and so teach such a subject? As inexperienced teachers have charge of the greatest number of our schools, I think some effort should be made to satisfy these inquiries.

As your valuable journal is the medium of communication among teachers, allow me to propose that experienced teachers be permitted,—yes, requested—to send their particular ways of teaching particular subjects. There are a number which present serious difficulties to beginners, as case in Grammar, fractions in Arithmetic, a reign in History, a proposition in Euclid, &c., &c. The young teacher will be able to glean something good from all the methods, which are not few, as most teachers have their peculiar methods.

One may say, our Normal and Model Schools do this work, which is true to a certain extent. But I am sure many of your readers will agree with me that the methods pursued by many of our old teachers are more applicable to wants of our rural schools than those expounded by young men of limited experience in our Normal Schools. Why?—the circumstances are different. While the teaching in our Normal and Model Schools is mostly class, or lecture teaching, that in our rural schools is entirely individual.

Favor the motto of "Do the greatest good to the greatest number"—the beginners in our rural schools by encouraging the old teachers to give their methods which have given satisfactory results.

Yours respectfully,

Whitevale, Nov. 23rd, 1885.

Teachers' Associations.

NORTH YORK.—Convention met in Model School room, Newmarket, Oct. 29th, the president, Mr. D. Fotheringham, in the chair. After devotional exercises, the secretary read a communication from the Minister of Education asking inspectors to collect specimens of pupils' work in geography, arithmetic, and drawing. The inspector was instructed to issue circulars to teachers, asking them to send specimens of work done to him. A committee composed of Messrs. Rennie and Macpherson, and Mrs. Wylie was appointed to assist the inspector in making suitable selections. The secretary read a paper on "School Discipline." He emphasized kindness and firmness on the part of the teacher, unhesitating obedience, the doing of one thing at a time, having one command executed before another is given.

In the afternoon Miss Thomas gave an object lesson to a class; subject: A Cork. The work was skilfully done. Miss Jennie Ross read an exceedingly interesting and instructive essay on the method of teaching Case to a class. A question drawer was opened for information on practical school work. Subscriptions to the educational periodicals were renewed by a large number of teachers, and several new names added to the list. The Association grants a bonus of 40 cents on any one of the following papers.—CANADA SCHOOL JOURNAL, *Educational Weekly*, *Educational Monthly*, or the publications of Kellogg & Co., New York. The vice-president, Mr. J. E. Dickson, B.A., in a happy manner answered the various questions sent in by teachers.

In the evening, notwithstanding the inclement weather, a large audience assembled to hear a lecture by Mr. J. L. Hughes, P.S.I., Toronto, entitled "My School-days in Cedar Vale." He illustrated the old-time teacher with his bundle of rods and rule—the one who believed in the doctrine of "no lickin', no larnin'," and who carried it out in his every day work; the itinerant teacher, who moved every year because he had to; the go ahead teacher, who led the boys in all their play as well as their work, and the heart teacher. Mr. Hughes is particularly happy in his illustrations, hits, witticisms, and delivery. He is deservedly popular with the North York teachers, before whom he has appeared several times.

On the second day, after reading minutes and roll call, Miss Lizzie Ross gave an exhibition of what may be accomplished with little children in the matter of kindergarten songs. The exercise was enthusiastically received. Mr. Martin then introduced "Algebraic Factoring," Mr. Hollingshead "Common Errors in English," and Mr. Watson "Simple Interest." The committee appointed to consider the action of some teachers who have been trying to deprive other teachers of their situations reported several resolutions similar to those adopted by the Waterloo Teachers' Association. The committee on the limit work for promotions reported. Mr. Sangster read a paper on "Teaching History." The following work was arranged for next meeting:—Composition to third and fourth book classes, look and say and phonic reading, primary writing, primary drawing, physics taught to beginners, geography in an ungraded school; text-book, their uses and abuses; work for Friday afternoon, trustees' attendance at conventions, map drawing, and work among the Indians on Georgina Island. Notwithstanding the extremely wet weather about 70 teachers were present, besides the teachers in training from the Model School and many of the High School students. Several of the teachers drove over 20 miles in the heavy rain and over bad roads; in some cases they were accompanied by their trustees.—*Communicated*.

Literary Review.

KINDER UND HAUSMÄRCHEN (Grimm), edited by Prof. Van der Smissen. (Williamson & Co., Toronto.) A new impulse has been given to the study of German in the High Schools by the introduction of these tales. The nervous, idiomatic language in which they are written renders them much better fitted than works of otherwise higher merit for teaching the peculiarities of German. The editor also deserves great praise, not only for the care and taste displayed in the selection of type, proof reading, &c., but for some special feature of more than ordinary merit. His notes are pointed, and just what the pupil is most likely to require. They supply him with helps to understand the more difficult passages, draw his attention to the peculiarities of construction with which he is constantly reacting, and thus render him somewhat less dependent on his teacher than he would be without them. The chapter on construction at the end of the book is very full, in fact the fullest of the kind we have seen. The vocabulary, also, is not only full, but is more like a set of notes on the words alphabetically arranged than an ordinary vocabulary. For our own part, we would have preferred seeing the book in German instead of Roman type, as it is hardly fair to the English student to fight the battle of the two types at his expense long before it is fought out at home in Germany. We hardly like the re-introduction of the "e" into the word "ging," as it is not likely to be generally adopted, the tendency being to reduce the trouble of writing wherever it can be done without any practical sacrifice. The faults of the edition are, on the whole, trifling, and its excellencies numerous and striking. Prof. Van der Smissen is evidently a teacher as well as a scholar, and this is a virtue of which editors of school books are not always guilty.