

are suitably introduced; 6th. They are the best series for the teaching of reading. All of which is respectfully submitted.

W. J. BURNS, M. D., *Chairman.*  
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J. G. CARRUTHERS.  
WM. EGBERT.  
CHAS. STEVENS.  
A. A. DAVIS.  
DR. LANGRILL.  
C. MOSES.  
JOS. C. MANUEL.

Mr. Morgan took up the subject of the "Relation of Trustees and Parents to the School," and showed how one-half the teaching power was wasted, because the trustees and parents threw nearly the whole burden on the teachers, did not visit either the school or the teacher; in the majority of cases, had no personal acquaintance with him, and only got a one-sided exaggerated idea of what was going on in the school, and made other suggestions of a practical nature. Mr. L. A. Kennedy, M. A., Principal Caledonia High School, gave a very practical lesson on "How to Teach Reading." He gave illustrations of good and bad reading, which showed him well skilled in the art. His remarks were greeted with well deserved applause. A committee was then appointed to carry out a programme for the next meeting of the association, which will be held in Du. aville, due notice of which will be given. The committee consisted of Messrs. Kennedy, Moses, Hume, Carruthers, Alexander, Miss Davidson and Miss Flowers. Votes of thanks were rendered to the different parties who had read papers, delivered addresses, or taken part in the entertainment in the evening. The association adjourned after singing the National Anthem.

#### REVIEWS.

VOICES FOR THE SPEECHLESS, SELECTIONS FOR SCHOOLS AND PRIVATE READING, by Abraham Frith, Secretary of the American Humane Association which "plead the cause of those dumb mouths that have no speech." Boston: Houghton, Mifflin & Co. New York: 11 East Seventeenth Street. Under this title have been gathered from a great variety of sources poems and prose passages in which kindness to all animals is inculcated. Indeed, the book grew out of the public sentiment which formed the Society for the Prevention of Cruelty to Animals, which is one of the characteristic features of modern civilization. Many of the extracts of this book are from writers of the highest rank, and all of them are not only worth reading for the humane sentiments which they express, but for the excellence of their style. The book is admirably adapted for occasional use in schools, and also for Sunday Schools, to interest children in dumb animals, and to excite in them that sympathy and care which all should feel for our "marticulate brethren." The book (a 16mo) contains 256 pages, printed from good type, on good paper, and neatly bound in cloth. The "Contents by Titles"; the "Index of Subjects and Titles" (alphabetical), and the "Index of Authors" (alphabetical), add much to the usefulness of the book, and enable it to be studied in a variety of ways. Price 75 cents. Special terms will be made with Schools, Sunday Schools, and Bands of Mercy.

WORDS AND THEIR USES.—Past and Present. A study of the English Language. By Richard Grant White, New Edition. EVERY DAY ENGLISH.—A sequel to Words and their Uses. By Richard Grant White. Each vol. crown 8vo. \$2.00. Houghton, Mifflin & Co. Boston. These are two of the best books on practical English that have ever been published, and we add two of the most interesting. We sincerely trust that they will soon be found in the hands of every teacher and student of English in Ontario. There has been in this Province wherever the English language is spoken, too great a devotion to formal grammar. Boys and girls for a generation or more have been so worried with parsing and analysis that the study of the English language has come to be regarded with actual repulsion. Mechanical "forms for analysis," and multiplied "formulae for parsing," have been studied and used to the complete bewilderment of tens of thousands of English speaking youths, in the vain hope of learning to "speak and write the English language with propriety," and rare indeed are the instances in which this desirable end has been attained. Perhaps but few teachers will fully agree with Mr. White in his opinions as to the

"Grammarless Tongue," but all will agree as to the real usefulness of the work he has done for the English language and for those who study and teach it. These books are not dry and unattractive, nothing indeed, that comes out of Mr. White's hands can be so characterized on the contrary they are written, in an exceedingly attractive style, and will prove to most of our teachers and students, more interesting than a novel.

THE RIVERSIDE SHAKESPEARE—The complete works of William Shakespeare. Riverside Edition. Edited by Richard Grant White. With Glossarial, Historical, and Explanatory Notes. In three volumes, I. Comedies, II. Histories and Poems, III. Tragedies, with Portrait Crown 8vo, gilt top, the set, \$7.50; half calf \$15.00. Also the same in 6 vols. 8vo, printed on heavier paper, and beautifully bound; the set, cloth, in box \$15; half calf \$30; Houghton, Mifflin & Co, Boston. This is an entirely new edition of Shakespeare's Complete Works, and "combines the most authentic and carefully corrected text with foot-notes embodying in compact form the results of thorough study of the Elizabethian period and its drama. Mr. White's great reputation as a critic, and as a student of the English language and its literature guarantee the excellence of this Edition of the great dramatist. As for the workmanship, the publishers have succeeded in producing one of the handsomest editions ever published. Every private and School Library should have Richard Grant White's Edition of Shakespeare.

Wit is a magnet to find wit, and character to find character.—Emerson  
Ah! have you yet to learn that the eye altering alters all; "that the world is an echo which returns to each of us what we say?"

Don't waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours of age that follow it.—Emerson.

A wise man in our time caused to be written on his tomb, "Think on living." That inscription describes a progress in opinion. Cease from this ante-dating of your experience. Sufficient to-day are the duties of to-day.—Emerson.

Dr. Arnold, writing to one of his old pupils who had commenced the work of tuition, said, "You need not think that your own reading will now have no object because you are engaged with young boys. Every improvement of your own powers and knowledge tells immediately upon them, and, indeed, I hold that a man is only fit to teach so long as he is himself learning daily."

The law of the association of ideas is, as yet, as far from accomplishing those beneficent ends for which the Creator implanted it in the human mind, as steam was on the day when the Marquis of Worcester caught the idea of its power, from seeing it throw off the lid of a tea-kettle, and before Savery, Newcomen, Watt and Fulton, made it dig canals, weave cloth, grind corn, and bring all nations and continents into one small neighborhood.—Horace Mann.

The Survival of the Unfittest finds an example in those schools which are yet teaching permutations, progressions, circulating decimals, insurance, annuities, compound interest, English money, and the like, in arithmetic. Similar unpractical topics waste the pupils' time in other subjects. The amount of live practical matter at hand is so great that there is no excuse, except ignorance, for using such dead matter.—Minn. Journal of Education.

"To be intellectual, to write books, to do wonders in mental pyrotechny is not the chief end of man, nor can we make it so. His is, indeed, what we seem to be aiming at, but we shall fail; Nature will prove too strong for us here, and, if we persist, she will just smash us up, and replace us with a people not so tormentedly smart. It is to the weak, not the brilliant, that the possession of the earth is promised." We quote the above from the *Canada School Journal*, but it is not bad reading for this latitude. Young teachers, especially, are apt to forget that the moral is more than the intellectual; that to be honest is deserving of more praise than to be brilliant; and that the pure in heart, not the keen in mind, shall see God.—*New England Journal of Education*.

The time is past when a teacher can be carried along on the merit of his past success. It is as necessary that a teacher should constantly add to his store of knowledge and improve his methods in order to be a success in the work, as it is to change the water in a tank to keep it pure and fresh.

If a cask be filled with water and left for a time without adding a fresh supply, it will soon become stagnant and unfit for use. So it is with the teacher. He may be ever so well educated, and have good success for a time; but if he neglects to study and hold himself aloft from others of his profession, he will soon become like the water in the cask—unfit for use. Pebbles become polished and brightened by contact with each other; so do teachers. Teachers that attend institutes, take educational journals and are workers in the teachers' associations, are above comparison with those stagnant pools which are never refreshed; and school boards should take this in consideration when engaging builders to lay the foundation upon which their children are to build for life.—*The Moderator*.