

**WATERLOO.**—Held on Thursday and Friday, the 25th and 26th of February, in Berlin. After the preliminary business was over the programme was opened by an essay on "How to get pupils to continue study after leaving school," by Mr. Raufman. The essayist's plan was to establish a newspaper under the management of the Educational Department, containing Historical, Biographical and Geographical Sketches, &c. A lively discussion followed. In the afternoon Rev. J. Thomson, M.A., of Ayr, took up the subject of Music. He held forth on the advantages of the Tonic Sol-fa system over the other systems and used a class to illustrate his statements. A quartette by Misses Renwick, Cameron, and Messrs. Thomson and Clark was well rendered. Mr. Tilley, Inspector of Model Schools and Director of Teachers' Institutes, then took up the subject of Composition. He laid out a plan, which if followed will no doubt be very beneficial to the rising generation. The greatest fault in the teaching of this subject he found was that the pupils were on too high a plane. In the evening a public lecture was delivered by Mr. Tilley in the Oddfellow's Hall on "The Relation of the State to Education." The following gentlemen also gave short addresses: Messrs. I. E. Bowman, I. L. Bowman and Rev. Mr. Tait. Music was excellently rendered by Winter's Quartette Club from Preston.

**Second Day.**—Mr. Wm. Linton, New Hamburg, made a few remarks on the "Teachers' Reading Course" as laid down by the Minister of Education. Mr. J. J. Tilley then illustrated in a practical manner his method of teaching fractions to a class for the first time. In the afternoon Mr. D. Bean, Elmira, gave an address on "What to do with pupils who have passed the entrance examinations." He maintained that in the case of children who have passed the entrance examination, and who reside with their parents in the same town where a High School is established, he would send them to said school, but in the case of young boys and girls whose parents, unfortunately, are poor, and who reside in rural sections, instead of sending them to a High School away from home influence and parental oversight he considered it the duty of the teacher of said rural section to assist those pupils in their studies as far as possible. The above subject provoked a lively discussion in which Messrs. Connor, Chapman, Moyer, and Palmer took part. The session was closed by an interesting address to teachers by Mr. J. J. Tilley. He claimed that the most important aim in teaching was not to fill the mind of the pupil with numbers-one facts, &c., but was the formation of character in those placed under the teacher's charge. He spoke on the relation of the teacher to the pupils, to the trustees and to the people. At the close Mr. Tilley was awarded a hearty vote of thanks by the Association for his interesting address and the able manner in which he had performed the duties of his office. The meeting adjourned to meet in Berlin, Sept. 23rd and 24th.

**TORONTO.** Held in the spacious and comfortable Sunday School building of the Elm Street C. M. Church, 26th and 27th February. There was a very large attendance of members. Mr. J. L. Hughes, Inspector of City Schools, President, occupied the chair. The proceedings throughout were marked with earnestness and vitality, and many practical plans were the result of the deliberations. Rev. Dr. Potts gave an impressive, brief address to the assembly, after which the report of the meetings of the grades as revised by committee, was taken up and several new and important suggestions were made and adopted. The following report of committee appointed to consider the regulations recently issued by the Hon. the Minister of Education, was adopted:—That the Bible be used for religious exercises in the High and Public Schools of Ontario. That for the convenience of those teachers who may desire it, an index of suitable passages of Scripture under appropriate headings be prepared. That in the preparation of such an index, the teaching profession should be recognized. That the Fifth class should be retained in the Public Schools. That the Entrance Examination to the High Schools and Collegiate Institutes be modified. (a) By striking out Orthoepy and Literature. (b) By having written abstracts from reading lessons taken in connection with composition. (c) By limiting Arithmetic to 4th class course. (d) By confining the questions in History to leading events. (Adopted.) Mr. G. K. Powell read a paper on the Teaching of History, and Mr. Harold Clarke, gave some very practical ideas on the Teaching of Spelling. How to Teach Case was exemplified by Mr. J. T. Slater, with a class. A general discussion on each of these exercises added to their interest, and many valuable hints were elicited. The election of officers resulted as follows:—President, J. L. Hughes, I.P.S.; Vice-President, Miss E. A. Williams; Sec. Treas., A. Henry. Executive Committee, Messrs. S. McAllister and J. T. Slater; Misses M. J. Keown and L. Bailey, and Mrs. J. S. Arthurs. Mr. J. T. Slater was presented by the Association with a very handsome volume as a recognition of valuable services rendered the association in engraving. The following resolutions were discussed at length and adopted:—That, in the opinion of this Association, a spelling book should be added to the list of text-books, and that the Inspector be requested to bring the matter before the Trustees. That the Executive Committee consider the advisability of making arrangements to enable the teachers of our schools to visit some one or more of the

P. S. of Hamilton, or any other within easy reach of the city. After the consideration of some matters of a routine nature the meeting adjourned. At a *conversazione* held by the Association, March 5th, in the Educational Buildings, a very attractive programme was presented and the members and their friends had a most enjoyable entertainment.

## Literary Reviews.

**OUTLINES OF PSYCHOLOGY**; by James Sully, M.A. Abridged and edited with suggestive Questions and References to Pedagogical Works by J. A. Reinhart, Ph.D. C. W. Barden, Publisher; Syracuse, N. Y.; 16mo. 266 pp., \$1.00.

The original edition of this valuable work covers 711 pp., and requires more time than most students can devote to a single book on the examination course. The present abridgment is not only judiciously made, but is enriched with valuable suggestions giving the clue to a fruitful method of studying the book, examination and test questions, and a multitude of references to educational works. The Maxims of Educational Science, quoted in full from Hall, Hamilton, Spencer, Diesterweg, Locke, Kant, *et al.*, will prove of special value to the student. They show incidentally that the work has been done by a thoroughly competent hand. The price brings the book within the reach of every teacher in the province.

**THE HISTORY OF PEDAGOGY**; by Gabriel Compayré. Translated from the French, with an Introduction, Notes, and an Index by W. H. Payne, A.M., Professor of the Science and Art of Teaching, in the University of Michigan: D. C. Heath & Co., Boston; 592 p.p.; \$1.60.

The book here translated is the work of M<sup>onsieur</sup> Compayré, Deputy, Doctor of Letters, and Professor in the Normal School of Fontenay-Aux-Roses. It contains twenty-two excellent chapters written in the clear, graphic style, for which French literature is famous. The translation appears to be very skillfully done. The first chapter gives a luminous summary of the history of education among the Hindoos, Chinese, Hebrews, Egyptians, and Persians. The second and the third consider education among the Greeks and the Romans. Without being tedious or exhaustive these chapters are very satisfactory. The fourth and the fifth chapters carry us through the middle ages down to Erasmus and his contemporaries. Chapter six deals with the period of the Reformation; and we find there a critical record of the educational doctrines held by Calvin, Melancthon, Luther, and others, down to Comenius (1671). From this point, French educationists receive, as might be expected, considerable attention; but, nevertheless, English, German, Swiss, and Italian thought is fairly represented. All the noted names such as Locke, Basedow, Kant, Helvetius, Pestalozzi, Fröbel, and their successors come in for fair attention and judicious analysis and criticism. Chapter twenty—Women as Educators—is almost unique, and will be found particularly interesting. The last two chapters give a lucid account of the leading educational theories in recent times, with able criticisms of the great works and systems. The translator had added to each chapter an Analytical Summary of the leading thoughts, that will prove useful to every reader. The book is an important contribution to educational literature. Its treatment is not dry and scrappy; it is thoroughly readable, being clear, articulate, and at the same time comprehensive without being tedious. It seems to us to be comparable to Schwegler's History of Philosophy, and is pervaded by the same critical insight and catholic spirit. As soon as it becomes known it will be recognized as a standard work on the subject. THE CANADA SCHOOL JOURNAL has often directed attention to the great importance of this study, and now takes delight in introducing to its readers a thoroughly well written book that may be had by every educationist at a small cost, and will prove a valuable acquisition to any library.

**A PRACTICAL INTRODUCTION TO CHEMISTRY**; by W. A. Shenstone, Lecturer in Chemistry in Clifton College. Livingston, Waterloo Place, London.

This is a collection of simple qualitative and quantitative experiments suitable for beginners, and calculated to form a practical introduction to the study of chemistry. The work is so arranged that students are called upon to describe and explain their own experiments, and subsequently to check their work by comparing it with correct accounts of what they have done; also from time to time to invent simple experiments for the purpose of gaining fresh knowledge. Although the book is intended specially for practical work, it is believed that it will be found to afford a good course of work for the lower classes in schools where lecture instruction only is given.

**NEW THIRD MUSIC READER**; by Luther Whiting Mason; formerly Supervisor in Music in the Public Schools of Boston, and lately Director of Music in the Schools of Japan: Ginn & Company, Boston, Mass.

This is the third book of a series, called, "The National Music Course," prepared by Mr. Mason. It comprises (1) Harmonic relation of sounds; (2) Minor Scales; (3) Modulation; (4) Songs with out words; (5) Miscellaneous Songs; and (6) an Appendix on Teaching Time, with the addition of the time-names. Diagrams to illustrate the intervals in musical sounds, in appearance like ladders, are extensively used, and are, doubtless, found serviceable in teaching. The exercises are numerous and well arranged, and the melodies introduced to illustrate the several points are appropriate. It is a good, practical book, but as is generally the case with text-books on vocal music, is more the teacher's hand-book than the pupil's text. By the former it will be found valuable, as many of the difficulties met with in other instruction books are simply treated and illustrated in this. The time-names are, we think, rather complicated, but on the whole the book is one which will be found useful to teachers who are not only desirous of extending their own knowledge of vocal music, but also wish to teach it successfully in their schools.