

Examinations, and pointed out some anomalies in the same. Chesley was appointed as the next place of meeting.—*Advocate*.

SOUTH GREY.—The Teachers' Convention of South Grey was held in Durham on Thursday and Friday, 18th and 19th ult. The attendance was very good both days, and several matters of importance were discussed. Among others the question of Readers was taken into consideration, and after a short discussion "Gage's Canadian Readers" were recommended by the Association. Several interesting papers were also read. An entertainment was held in the town hall on the evening of the 18th, and, although the weather was very unfavourable, the attendance was very good. The meeting was closed on Friday evening. The next meeting to be held in Flesherton at the call of the

committee. Messrs. Gage & Co. are using every means within their reach, whether at the expense of others or not, to have their series of Readers brought into our schools. These Readers certainly have some good features; but it would be well to remember that Campbell's Royal Readers have been authorized in preference to them, and it is said that the Royal Canadian Readers, which are to be authorized very soon, are a better series than either of the others. This is quite probable, as this series is compiled by a committee of experienced teachers, who certainly should understand the educational wants of the country. Trustees and teachers would therefore require to be on the lookout for those publishing houses, whose views are certainly taken from a financial standpoint, rather than for the best interests of the youth of our land.—*The Hanover Post*.

CONTEMPORARY LITERATURE.

NOTES OF TALKS ON TEACHING, by Col. Parker. Fourth edition. New York: E. L. Kellogg & Co., 1883. [Price \$1.00.]

THIS book is an exposition of the new methods, which, under the name of the Quincy System, have obtained a very wide celebrity in the United States. Francis W. Parker, a teacher who obtained the title of Colonel for services to the Republic during the War of the Secession, became afterwards Superintendent of the Schools of Quincy, Mass., and so revolutionized and improved them, that his method became famous. The gist of his teaching may be discovered in the following paragraph from his preliminary "Talk":

The motive [of the educational work of the day], commonly held up, is the acquisition of a certain degree of skill and an amount of knowledge. The quantity of skill and knowledge is generally fixed by courses of study and the conventional Examinations. This is a mistake. In contrast with this false motive of education, to wit, the gaining of skill and knowledge, I place what I firmly believe to be the true motive of all education, what is the harmonious development of the human being, body, mind and soul.

It is a healthy, stimulating and very suggestive book, and should find a place in every teacher's library.

THE RATIONAL METHOD OF TEACHING READING, by Thomas Packer. Kingston, 1883. [Price 10 cents.]

IN accordance with the request of the author, who says he "would be glad to receive our opinion of the Rational Method, no matter whether it is good, bad, or indifferent," we proceed, taking it for granted that Mr. Packer intends his "good, bad or indifferent" to apply to our "opinion," and not to the "Rational Method." Mr. Packer has a hobby, he also has a machine. His hobby is his plan of teaching how to read, and his machine is a part of this plan. We have not the least doubt that, in Mr. Packer's hands, "The Rational Plan" would work exceedingly well, as it might also in the hands of many other teachers. Aside from any peculiarities in the author's views, his little book bears evidence of both great earnestness and intelligence, and we feel sure that its careful perusal would prove advantageous to any who might read it. Nothing would give us greater pleasure than to learn that Mr. Packer's plan is the very best. The pamphlet bristles with points, to which no space at our command could do justice. It must be read and re-read to be fully appreciated.