

same plan as with the definitions, &c. The pupils should be made to feel the truth of each statement in the proof. In the discussion that followed it was pointed out, (1) That it would be found a good way in beginning Euclid, to teach only those definitions, &c., needed in the first proposition, and then the first proposition itself and so on. (2) That the highest educational value of Euclid was in the pupil having so complete a knowledge of each proposition that he should be able mentally to picture to himself the construction, and each step in the demonstration, without the aid of a diagram. This power of abstraction was too frequently neglected. Mr. A. B. Davidson, B.A., of the Ottawa Coll. Inst., read a very suggestive paper on "The Educational Value of Political Geography." He pointed out, (1) That the text book now generally used was little more than a compilation of names, that a large number of these names were never met with outside a geography, and that they were brought before the student in the least interesting way, with little or nothing to awaken thought. (2) That the departmental examination papers were generally so framed as to put a premium on learning mere names, and "nothing more." He said that nearly all the names necessary to be learned could be made *un-learned* which valuable historical, social, political, or scientific information might be grouped. He advocated that more study should be given to physiography, and the important deductions as to products, &c., to be drawn therefrom. The paper received the hearty approval of the Association. Mr. Smith Curtis read a paper on "Mason's Grammar." Mr. Curtis, while admitting its more scientific treatment of grammar than perhaps any other book of the same size, pointed out (1) That in spite of its boasted superiority in the correctness of its definitions, that many of these definitions were very faulty. (2) That most of the definitions were too technical for a school book. (3) That many of the conclusions respecting certain constructions, were at variance with the definitions and with the line of argument followed by Mason in analogous cases. (4) That in the edition specially issued for use in public schools, the practical application of principles was entirely ignored. On concluding his paper, Mr. Curtis moved, seconded by Mr. Jno. Munro, Head Master of Central School West:—(1) That Mason's Grammars, on account of their technicality and omission of practical application of principles are utterly unsuitable for use in our public schools. (2) That grammar should be subordinated to composition in our public schools, and that after reading, arithmetic and writing, composition should occupy the chief place, so that no pupil who attends school, a reasonable time will be unable to conduct ordinary business in writing in a proper manner. After an animated discussion the first resolution was voted down; the second one was carried unanimously. *Second Day*:—Miss McLardy, Headmistress of Ottawa Ward School, had a class of little girls in attendance, and gave a most interesting "Object Lesson." Miss McLardy's efforts met with the warm encomiums of the Association. Mr. E. D. Parlow, Head Master of the Boys' Model School, explained his method of teaching "Map Drawing." He illustrated his remarks by means of several elegant maps which he drew upon the blackboard. Mr. Parlow's remarks cannot fail to aid in popularizing this method of teaching geography, among the teachers who heard him. Mr. C. Campbell introduced the subject of "Superannuation," but the discussion was cut short for want of time. It was resolved to hold a special meeting to consider the question. The election of officers then took place. Mr. A. Smirle, Head Master of Central School East was elected president. At a special meeting held to consider the subject of Superannuation, the circular submitted by the Legislative Committee of the Ont. Teachers' Association, was discussed with the following results:—Clauses one, two, three, seven, eight, second part of nine, second part of ten, twelve and thirteen, were adopted as they were. Clause four was amended by substituting the following:—"Each person enumerated in clause two as entitled to a retiring allowance, shall comply with the conditions of clause three for each year of his or her service." Clause five was amended by substituting the following:—"That, since high school teachers, inspectors, separate school teachers and female teachers, *now in the profession*, have not been compelled by any previous Act to pay anything into the superannuation fund, it shall remain optional with them whether they shall do so or not for the period of service already completed at the passing of this Act." The first part of clause nine was amended so that the recipient of a retiring allowance shall receive one-fiftieth of his average salary for each year during which he has contributed to the fund. The first part of clause ten was amended so that the recipient of a pension on account of disability, shall present himself each year before either a high school inspector or a public school inspector. Clause eleven was amended by substituting "five years" for the "ten years" mentioned in it.

SOUTH ESSEX.—The convention of teachers in South Essex, was held in Kingsville, on the 9th and 10th of June. The president, Mr. D. A. Maxwell, I.P.S., took the chair at 10 a.m. Devotional exercises were conducted by Mr. Geo. E. Wightman and Mr. B. M. Brisbin, B.A., after which the minutes of the previous meeting were adopted. The exercises of the first day were conducted by G. W. Ross, Esq., M.P., who in his happy way discussed Reading—how to teach it; "School Routine," "School Management," and "The Teacher's Decalogue." In the evening a large and appreciative audience assembled in the Methodist Church to listen to Mr. Ross's able and eloquent lecture on "The Intellectual Faculties." It is not at all flattering to say that this lecture was

an able effort. Excellent readings were given by Misses Lewis, Henning and Watkins. Solos by Miss McDonald and A. A. Ross, Esq., and anthems by the choir of the Methodist Church. On the second day the President read a departmental communication in regard to the Superannuation Fund. Each clause was taken *seriatim*, and the whole scheme rejected. It was unanimously agreed to recommend that the present scheme be continued, except that payments should be optional. Thoughtful essays were read by Mr. B. M. Brisbin, B.A., on "The Teacher," and Mr. A. Dorsott, on "How to Conduct a Recitation." A very bitter and scurrilous attack having been made through a local newspaper, on the Inspector, the teachers present with two exceptions, signed a memorial expressing entire confidence in the Inspector, and endorsing his management of educational affairs in the county. It was resolved to resume "Uniform Monthly Examinations," and a committee was appointed to prepare the questions. It was deemed advisable to continue the Promotion Examinations as at present, viz.: The Inspector prepares the questions, the teachers examine the answers of the pupils and send to the Inspector the papers of all pupils who have made 50 per cent. of the total marks attainable, and 25 per cent. on Reading, Spelling, Arithmetic and Grammar respectively; the Inspector re-examines these papers and confirms or rejects the promotion. To all pupils promoted certificates are given. The officers for the ensuing year are:—D. A. Maxwell, I.P.S., President; Miss J. Henning, Vice-President; Geo. E. Wightman, Sec.-Treas.; Messrs. Long and Pearce, Auditors. It was decided to continue Local Conventions, also to furnish each teacher in the Inspectorate with the CANADA SCHOOL JOURNAL.

REVIEWS.

A BRIEF HISTORY OF ANCIENT PEOPLES, WITH AN ACCOUNT OF THEIR MONUMENTS, LITERATURE AND MANNERS. 328 pages, 18 maps and 118 illustrations. A. S. Barnes & Co., New York and Chicago. 1887.

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