

Teachers' Associations.

PRINCE EDWARD.—The Prince Edward Teachers' Convention took place on the 18th and 19th inst., Mr. Fann, president, in the chair. Mr. W. R. Brown presented a paper on "Grading Problems in Arithmetic," which was well prepared and well received. Mr. Osborne addressed the convention on "History, its Value and How to Teach it." Mr. Osborne disapproved of the text-books now in use, and also of the amount of work required in it, especially for entrance examinations, and outlined an introductory course. Mr. Reading addressed the convention on the subject of "Drawing." He thought that the system of drawing now in use in public schools started from the wrong point, as it began with straight lines, where the curve was far easier made, more natural to the child, and more interesting and useful in its application. "The Newspaper in School" was treated by Mr. H. A. Potter. The speaker advocated the use of daily papers by the teachers, and reading of select portions to pupils. Mr. Osborne and Mr. Platt both approved of the substitution of papers to some extent for reading books. Mr. S. B. Wilson read a carefully written essay on "Methods of Instruction." Mr. Reading dwelt with the subject of "Perspective in Drawing." Messrs. Dobson, Murray, and others discussed the subject of educational journals, warmly recommending every teacher to take some live journal. Dr. McLellan gave an excellent outline lesson on the method of teaching grammar in schools. A discussion was introduced by Mr. Murray, and taken part in by others, in regard to the want of reverence on the part of the young of the present day. The want of reverence was regarded as the source of many evils amongst school children, and several methods were suggested for counteracting it. Mr. Platt, Inspector, explained recent changes in the school law. Dr. McLellan again addressed the convention, commencing an interesting lecture of "Elementary Mental Science." Miss Flaunigan read a well written essay on "Self-Reliance." Mr. Dobson, at the request of the Ladies' Temperance Union of this town, presented to each of the teachers present a copy of the Temperance Primer, by Mr. G. D. Platt, B.A., as a textbook to be used in schools and to remain in the school-rooms. The following resolutions were passed:—Moved by Mr. G. D. Platt, B.A., and seconded by Mr. Jno. Trumppour, "That the matter of the Teachers' Reading Circle be referred to the Management Committee to devise a scheme and report at the next convention." Carried. Moved by Mr. R. Dobson, seconded by Miss Julia Gillespie, "That the teachers of Prince Edward county would gladly welcome a system of reading on professional or other subjects that would form a sort of post graduate course tending to help them in their duties."—Carried. Moved by Mr. Murray, seconded by Mr. Brown, "That the teachers of this convention read Hopkin's "Outline of the Study of Man," and take up the first half of the book for discussion at the next convention." Carried.

ELGIN.—Held in the Collegiate Institute, St. Thomas, May 22nd and 23rd; C. R. Gunne, B.A., head master Vienna High School, presiding. After the minutes of the previous meeting were read, Messrs. Ames and Ford were appointed auditors. Mr. N. W. Ford, St. Thomas C.I., gave his ideas of how history should be taught to junior classes. The aim ought to be the value of the knowledge, and not to pass examinations; the ground should be marked out topically, the teacher ought to teach it without a text-book, and have a map before the class for reference; pupils might write details of historical events in their own words. Half the work in teaching history lies in reviewing. Messrs. Atkin, I.P.S., Ames, and Shepherd discussed the subject. Miss Sutherland, Principal Scott street school, illustrated with a class her plan of teaching calisthenic songs. The exhibition was very creditable. The question, "What is the benefit of such exercises?" was put by Mr. Shepherd, and in reply he was told that voice culture, grace, and a relief from school monotony resulted. If practical on opening school, they would lead to punctuality. The president strongly recommended Hughes' "Drill and Calisthenics" as an aid to the teacher. Miss Hattie Robinson gave an object lesson on "cork" to a third class, which was both interesting and instructive. This lesson was one of a series given by Miss Robinson in her class at the school. The first exercise in the afternoon was an essay by Miss McCausland, of Aylmer, on "Language Lessons." The theme dwelt chiefly on composition, general defects, and their remedy. The essayists recommended the plan of pupils writing down all the grammatical errors they heard, for the purpose of having them corrected in class, also actual practice in letter writing. It was decided to publish Miss McCausland's essay, as it was considered so practical and good. Mr. W. Atkin, I.P.S., gave some instructions and explanations respecting periodical reports, and referred to the free classes at the School of Art, Toronto, during vacation. Mr. Leitch, treasurer, read his report, which showed a balance of \$61.05 on hand. Mr. T. Hammond, of Aylmer, exemplified his method of teaching literature to a fourth class for entrance to high schools, and wrote on the blackboard a sample set of questions. He would not burden the pupils with analysis and other collateral matter until they were thoroughly interested in the subject. Some very practical ideas were elicited in the discussion by remarks from J. Miller, B.A., principal of St. Thomas C.I., and Mr. McLean, city school Inspector, the latter being of opinion

that language lessons are the foundation of literature and deserve the greatest attention. Children frequently fail to express their thoughts correctly because they aim at using the language of the text-books or the teacher. They should be guided to use their own simpler words. The general discussion was animated, and Mr. Hammond was frequently called on to explain, which he did very satisfactorily. In the evening a very large audience assembled in the lecture-room of Knox church, and were entertained by readings, recitations, and music. Addresses were given by Mr. Crothers and Rev. Mr. Fraser on the progress of education. The president, Mr. C. R. Gunne, occupied the chair. Next day, Mr. Gunne took up "Orthoëpy," and gave the correct pronunciation of several important names, English and foreign. Mr. W. Atkin, I.P.S., followed in an excellent and logical address, giving his views on teaching numbers to a primary class. He contended that figures should not be taught until children had ideas of numbers, which should be indicated by objects. The decimal system ought to be taught in the same manner, also "carrying" in addition and the plan of "borrowing" in subtraction. A lengthy and lively discussion followed, participated in by Messrs. Hammond, Ford, N. M. Campbell, Miller, B.A., Ames, and Misses Watts and McCausland. Mr. Simpson, B.A., of Vienna, gave an excellent address on "The English Language," showing its difficulty to foreigners through the variety of combinations of letters required in different words to express the same sound. He advocated phonetic spelling, and showed that in most instances the philology of the language would be preserved thereby. A discussion arose about the promotion examinations for the county, and it was ultimately decided to continue them if the expense were borne by the County Council. After a short address on "Drawing," given by Mr. Reading, the convention adjourned.

Literary Review.

LECTURE NOTES ON THE METALS, by John T. Stoddard, Ph. D. (Harris, Rogers & Co., Boston, 1885.) This is a handy little text-book, of 130 pages, on the chemistry of the metals, being the substance of the lectures of the professor of chemistry in Smith's College, Massachusetts. It is just such a book as will enable students in arts or medicine to dispense with the manual labor of "taking notes" in class. Each element is discussed under the headings: (1) occurrence, (2) preparation, (3) properties, (4) uses, and (5) history. Its more important compounds are then taken up, under similar headings, where it is possible to do so. Finally, there is a brief note on the usual methods of detecting the element, and determining its quantity in a given compound. In short, the book is a mere synopsis of any one of the best modern treatises on the chemistry of the metals. The framework of the subject is given with almost perfect symmetry, but the superstructure cannot be completed without much labor on the part of an experienced teacher. Of course, there are no notes nor details of experiments, no list of apparatus required, and no illustrations of any kind. The book is not, therefore, a good one for students trying to read chemistry without a teacher, but, as we have already hinted, it will, no doubt, be found serviceable to undergraduates and others attending a course of lectures on chemistry for the first time.

ST. NICHOLAS for June is to hand with its usual entertaining and instructive variety. One cannot but wonder how such an outflow of story and sketch, and illustration can be kept up with such perennial freshness and vigor.

GRAMMAR OF OLD ENGLISH. By Edward Sievers, Ph. D., Professor of Germanic Philology, University of Tübingen, translated by Albert S. Cook, Ph. D., Jena, Professor of the English Language and Literature, University of California. (Boston: Ginn, Heath & Co.) The study of Old English now occupies a leading place on the curriculum of the great European universities, and year by year finds an increasing number of American students taking the O. E. course under Ten Brink, Zupitza, or other distinguished philologists. The existence of special obstacles, not necessary to be here enumerated, makes an exposition of the grammar of O. E. confessedly difficult, yet that real progress has been made in this direction, the work before us affords ample evidence. The Grammar is evidently the result of wide and careful research. The pronunciation of the O. E. alphabet is treated very fully, the innumerable peculiarities of O. E. orthography are accounted for in one dialect by showing what their equivalents are in other dialects, and thus by an elaborate comparison of dialectic orthographic peculiarities the pronunciation of all is arrived at. The chief difficulties are to be encountered in this part of the work, and it need surprise no one to find that various conclusions are reached in some instances by different investigators. What the O. E. inflectional system was can be ascertained with more certainty, and Prof. Sievers' treatment of it leaves little to be desired. On the whole, the Grammar must prove an invaluable aid to those who wish to make a thorough study of O. E. literature, and even to those who desire to ascertain the most ordinary facts of philology it will prove both helpful and interesting.