

ing a long and liberal education for girls in school and college and the choice of definite pursuits, I in any way encouraged the longing now too common among girls to absorb themselves in some work or profession which, if it does not take them away from home, anyhow occupies their time and energies to such an extent that they entirely overlook all the claims which, as members of a family, their homes have upon them. Of course, many are obliged to leave their homes to seek work, while in large families it is often advisable that some of the members should find employment, perhaps only temporarily, away from home; but apart from these cases a girl ought to take

her right place in her home as well as find time to cultivate her mind by some pursuit of her own choice.

It has been aptly said that many a corban is now offered to God "which He will never accept; self-chosen work done at the expense of duty; work outside done to the neglect of our own proper work; work done at the entire expense of home and social duties."

However, we trust that this feature is but transitory and that our girls will soon recognise that the greater intellectual advantages given them by modern education will not be put to the highest use unless first devoted to shed brightness and happiness in their own homes.—*Educational Review.*

## ARITHMETIC IN THE REPORT OF THE COMMITTEE OF FIFTEEN.

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THAT which a child should be taught in school is a ratio between what he will naturally learn, as determined by internal conditions of his development, and what it is profitable to teach him, determined by demands of his world of environment. There is work for a committee to determine the terms of this ratio in the matter of arithmetic, for the subject is evidently in a state of confusion, lacking clear theory, facts, definite system, and acknowledged ends.

Let us take a rough superficial survey of the matter, using as data the common and current texts and methods of instruction. Let us see if the report has really touched any of the issues where difficulty is superficially manifest. Let us see if quantity is really the problem with which pupils so vainly struggle for eight or nine years.

In the first place, the traditional grading of arithmetic instruction is not upon a basis of quantity. First come the fundamental operations, which indeed deal with counting and are soon mastered in some fashion; then we deal with wholes, and next with parts of wholes. The difference between a whole and a part, as it appeals to the child, is certainly qualitative, not quantitative. He will count halves of apples as readily as whole apples, provided he can see or imagine the halves clearly. The chief difficulty in the schoolroom, as will be later pointed out, is neither with quantity or quality, but with confusing symbols of arithmetical language; and this is an affair of language, after he obtains clear mental pictures of parts. There is certainly nothing new introduced, as a matter of quantity, when we pass from adding three apples and