

(a) Their value for discipline.

(b) Their value for culture.

(c) Their value for use.

3. Should the science of education be studied in connection with practical teaching? Should it follow it? Should it precede it? What is the true arrangement of the order of pedagogical studies?

4. What is the value of "Observation" as a factor in training teachers? What portion of the allotted time should be given to it? What is the best plan for the work of observation?

5. How should method be taught, and at the same time avoid making imitators of the students?

6. Give a list of books, with a brief analysis of each, which a teacher should read (1) while attending the Model School, (2) before coming to the Normal School, (3) while attending the Normal School, and (4) while teaching.

These are only a few of the subjects I would like to see this section take up and refer to committees at the close of our meeting. We would then have a clear and deliberate finding on each subject, and every member of the section knowing what subjects would come up at the next meeting, would have a whole year to study, and would therefore be prepared to discuss them intelligently.

Another subject I would very much like to see taken up by some section, and I do not know that any of the other sections are more competent to deal with it than the one I am addressing: What subjects ought to be taught in our Public Schools. Why are the present seven or eight subjects usually taught, taught more than others, taught in preference to all others? Why were these subjects selected in the first place? Why are they now retained, when important sciences, equally good for culture and far more useful, claim attention. For instance, does Arithmetic deserve half the time usually allotted to it? How much of it is used in after life? How much remembered four or five years after the child leaves school? How often is it made the subject of conversation in the family, except when children worry parents, brothers or sisters to solve useless problems? The same questions may be asked about many of the other subjects. Herbert Spencer says: "That which our school courses leave almost entirely out, we thus find to be that which more nearly concerns the business of life; all our industries would cease, were it not for that information which men begin to acquire, as best they may, after their education is said to be finished. . . . The vital knowledge, that by which we have grown as a nation to what we are, and which now underlies our whole existence, is a knowledge that has got itself taught in nooks and corners, while the ordained agencies for teaching have been mumbling little else but dead formulas." Is Herbert Spencer right, or is the usual answer sufficient, that the subjects referred to are not suitable for Public Schools, that children had better be made thorough in the studies already pursued rather than to waste their time and dissipate