

then, becomes a growth of nature, and not a heartless manufacture.

The examination question is handled in the same simple and judicious manner. Examinations are of value to the teacher in his class, in that they show him defects that he would wish to remedy, but for promotion they are no real honest guide. The surest basis of promotion is the teacher's conception of the capacity of the pupil. The teacher may form his estimate from a series of written tests during the term, or he may get it from the oral and written class work in general, but he is the one who knows when a pupil is ready for promotion, and any other promotion is not made on a true educational basis.

Language, number, geography, and probably some history, are taken as the essential elements for an elementary school education. Language is the first to be considered, and reading is the first thing in every school. But our schools used to stop with reading instead of at once turning to language production. This is still a drawback in many of our Canadian and American schools, in spite of the fact that it is felt even up to the universities. This language production, then, should go on from the most elementary classes. It is by this production, rather than from any study of rules and principles that facility must come in the use of our language. By practice alone can composition be learned. Grammar, as a part of language training, comes in at the higher stages. It has no practical value in the earlier stages. Its study is scientific and technical, and hence, is of value for mental training in more advanced work, but it can never take the place of

pure language study in elementary school education.

In the treatment of number, we find the same broad grasp of the educational value of various methods adopted. We are to keep the end in view always first, and adapt our method to this. In this way slavery, under method, is abolished. In first presenting the ideas of number, objects are to be used, but we must guard against their excessive use. The use of objects is cumbersome and inconvenient, and in the same way are our calculations slow and awkward when too much time is spent drilling number by means of objects. The number conceptions are abstract, and the sooner we drill this conception into our classes, and have them acquire skill and facility in the use of figures and quantities, the sooner and better do we attain the end sought in our study of arithmetic. For this same reason we should have more mental or oral work in arithmetic. Most of our calculations in every-day life are done mentally, and much more might be so done if we gave proper training in it in our elementary and secondary schools.

Geography should stand next to language and number in our elementary schools. It has great commercial and industrial value, and is good to train the imagination, but Dr. White attributes its chief value to its being the basis of current world events. This is of greater importance now in the United States, since they have reached out beyond their own borders and begun to recognize their social, political, and commercial relations to the other nations of the world. As a part of an empire that reaches around the world and touches every