

acquired. He next took up the elementary rules of arithmetic and dwelt at some length upon one rule in order to illustrate the importance of a complete analysis of the subject in the teacher's mind before an attempt is made to teach the subject at all, and to show the necessary mental preparation for the rule, the drill by which familiarity with that mental preparation can be secured, and the steps by which the rule is to be introduced without overwhelming the child's mind with a multitude of new conceptions presented in too close proximity. Fractions, with special reference to the demonstration of rules, were then taken up, and one hour was devoted to unusual methods of rapid calculation. In mensuration, the attempt was made to present the fundamental conceptions on which the measurement of angles, lines, surfaces, &c., depend, in a manner that can be readily followed by the understanding of very young pupils. Time sufficed only for the full presentation of the relation of angles, but hints were given towards the measurements of inaccessible lines, of triangles, of quadrilaterals, and of circles.

Prof. Parmelee took up the subjects of geography, English grammar and composition, and the practice of teaching. He dwelt particularly upon the necessity of seeing that pupils have a clear conception of the things of which they have, in maps, only the representation, pointing out the importance of detecting and correcting the misconceptions that have already arisen, and of making geography, which touches upon so many branches of knowledge, a subject for intellectual exercise. He next gave illustrative lessons upon the motions of the earth, the results and proofs of these motions, taking up at length the seasons, the tides, and the phases of the moon. Owing to lack of time the study of the map of North America was omitted. English grammar, its relation to composition, and the parsing and analysis of English idioms were then considered in three lectures. An outline of work in English grammar, with examples to illustrate the methods of teaching the subject, were given. It was insisted that theoretical work without practice in the application of principles, and the teaching of definitions before the ideas underlying them were understood, had been the chief faults in teaching English. The subjects considered in the practice of teaching were those prescribed in Baldwin for candidates