

guage study is the lack of properly equipped instructors; and that it is the duty of universities, States and cities to provide opportunities for the special preparation of modern language teachers." The conference on mathematics were unanimously of the opinion "that a radical change in the teaching of arithmetic was necessary." They recommend "that the course in arithmetic be at once abridged and enriched; abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline, and enriched by a greater number of exercises in simple calculation, and in the solution of concrete problems." They map out a course in arithmetic which, in their judgment, should begin about the age of six years, and be completed about the thirteenth year of age. Among several other recommendations is one that a course of instruction in concrete geometry with numerous exercises be introduced into the Grammar Schools; and that this instruction should, during the earlier years, be given in connection with drawing. They recommend that the study of systematic algebra should be begun at the age of fourteen. The conference on the subject of physics, chemistry and astronomy were urgent that the study on simple natural phenomena be introduced into elementary schools; and at least one period a day from the first year of the primary school should be given to each study. The conference on natural history unanimously agreed that the study of botany and zoology ought to be introduced into the primary schools at the very beginning of the school course, and be pursued steadily, with not less than two periods a week throughout the whole course below the High School. In the next place, it was agreed that in these early lessons in natural science no text-book should be used, but that the study should be

constantly associated with the study of literature, language and drawing.

The conference on history, civil government, etc., believe that the time devoted in schools to history and the allied subjects should be materially increased. It was declared that the teaching of history should be intimately connected with the teaching of English; that the pupils should be encouraged to avail themselves of their knowledge of ancient and modern languages, and that their study of history should be associated with the study of topography and political geography, and should be supplemented by the study of historical and commercial geography and the drawing of historical maps. The conference report on geography deals with more novelties than any other report, exhibits more dissatisfaction with the prevailing methods, and makes, on the whole, the most revolutionary suggestions. It is obvious, even on a cursory reading of the report, that geography means for all the members of this conference something entirely different from the term "geography" as generally used in school programmes. Their definition of the word makes it embrace, not only a description of the surface of the earth, but also the elements of botany, geology, astronomy and meteorology, as well as many considerations pertaining to commerce, government and ethnology. "The physical environment of man" expresses as well as any single phrase can the conference's conception of the principal subject which they wish to have taught.—*Public Opinion.*

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Errors such as are but acorns in our younger brows grow oak in our older heads, and become inflexible.—*Sir Thomas Browne.*

Of all human things nothing is more honorable or more excellent than to deserve well of one's country.—*Cicero.*