

ed cloth of the same size, formed evenly in a pile, and then crumpled by side pressure, will illustrate the principles of mountain formation in a manner that can be comprehended by even the youngest pupils. Then by means of the moulding board, or perhaps better by pictures, the effects of erosion can also be shown. A most admirable series of pictures illustrating mountain formation may be found in Powell's *Cañon of the Colorado*, but I have never heard a geography instructor refer to it; I certainly have never seen one in use by a normal or a training school teacher.

There is no feature of the landscape whose laws of birth, growth and death are easier to illustrate than those of the lake, and almost every school-yard, as well as the road leading to it, furnishes the required apparatus. During a rainy day, let us suppose that the class be taken out of doors

to some place where a rill is flowing along a wheelrut in the road. At some point or other, as judgment dictates, the rill is dammed, and a pool, or miniature lake, is formed. The pool fills until the water reaches the lowest part of the rim. Then, as it runs over the rim, little by little the overflow cuts away the channel of outlet, until the pool is nearly or quite drained. Moreover, it will be quickly observed that while the outflowing stream, by cutting away the rim, was draining the miniature lake, the inflowing stream was working quite as effectually by forming bars and mud-flats at its head. Not only does an out-of-door lesson of this kind readily illustrate why a river is the mortal enemy of the lake, but it also shows why lakes are the most transitory features of the landscape.—*The Educational Review*.

(To be continued)

TO IMPROVE SECONDARY SCHOOLS.

W. T. HARRIS, the United States Commissioner of Education, has made public the report of the committee of ten on secondary school studies, appointed at the meeting of the National Educational Association held in July, 1892, at Saratoga, N. Y. The committee, after an extended preliminary discussion, decided to organize conferences on the following subjects: First, Latin; second, Greek; third, English; fourth, other modern languages; fifth, mathematics; sixth, physics, astronomy and chemistry and natural history (biology, including botany, geology and physiology); eighth, history, civil government and political economy; ninth, geography (physical geography, geology and meteorology). They then proceeded to select the members of each of these conferences,

having regard in the selection to the scholarship and experience of the gentlemen named, to the fair division of the members between the colleges on the one hand and schools on the other, and to the proper geographical distribution of the total membership. A list of all questions was adopted as a guide for the discussions at the conferences, which were held on December 28, 1892, each in a different city. Elaborate reports and recommendations are made by each of the ten conferences, a few of the more important features in which are given as follows: An important recommendation of the Latin conference is that the study of Latin be introduced into American schools earlier than it now is. They recommend that translation at sight form a constant and increasing