

a change that will sweep out of our schools reduction and all compound rules. Reading, writing and arithmetic give power, but not a tendency. The old education overstocked the learned professions, the object of the new should be to increase the number of our industrial employees. The teacher may not know the names of some of the natural objects around her; but it is more important to know the objects themselves. It is at the school that the child first comes in contact with the outside world. There he or she is taught, "You must do to others, as you would have them do to you." This spirit may be encouraged by inducing the child to beautify the school room.

Mrs. Leonowens spoke on "The Need of Greater Public Interest in Education." Parents can help the teacher by watching the associations of their children, by enforcing church attendance, etc.

In Germany, the parent on bringing the child to school enters into a covenant to train it properly. This covenant is renewed whenever the pupil commits an offence. The general manner and character of the teacher is more important than the highest education. He teaches by the silent influence of his own personality; and should not be satisfied with pressing the pupil to pass examinations, but should inspire a love of knowledge for its own sake. Let the teacher's motto be, "Pure thoughts, pure words, pure deeds." While the teacher has little control over the associations of the child, he can make some efforts to keep the better children away from the more degraded. The teacher should make the child feel that the universe is his play ground, and that he must be familiar with every inch of it. In Germany, each child makes a collection of some one class of objects. Finally Dr. Thring had said, "It is not the children that I select for my pupils, but the parents I choose first."

On Friday morning, a series of five papers on the subject of arithmetic was read. The following are some of the more important points brought out in the treatment of this subject: Why should arithmetic be taught? It gives the ability to reason which will afterwards be of use in real life, it produces intensity and precision of thought, strengthens the memory, weakens the tendency to take things for granted, and strengthens the reflective powers. The practical value of the subject is very great. Indeed it has been degraded too much to mere utilitarianism. Our course of study would be weakened by the omission of a subject which leads to clear-cut thought. The idea of number is a product of the mind which, ruling the material, discriminates objects and forms an idea which has no reference to their appearance or composition. By examinations in

this subject the pupil loses conceit. As in a new country, roads are made which are sometimes not completed or not kept, so that they are soon grown up with bushes, such are the minds of pupils who have been taught in a fragmentary way without proper drill. Every time a child is trained to think logically, he forms a sequence of thought to be used in after life. Young children are better able to work with concrete numbers than with abstract. They have but little reasoning ability and will fall into mechanical methods, in which they should be thoroughly drilled. They often have difficulties with particular combinations of numbers and should be drilled in these. Let them make exercises of their own. No child can work to his satisfaction unless he can rely on his perfect accuracy in the fundamental processes. Arithmetical studies as well as the rest of a child's environment have an influence on the moral character. They are fitted to teach pupils obedience, fixed attention, and honor. Axioms of arithmetic are immovable laws. The moral man is one educated to submit rationally to higher authority. In the study under discussion, the child has to depend on reason alone. If a pupil does work without understanding the rule, or does it by obtaining help from another pupil, he suffers a great moral injury. The superintendent attached great importance to mechanical accuracy in arithmetic. He thought it wise to give little or no value to answers containing such inaccuracy. One teacher had made out a large number of different sets of questions on card-board. One of these was given to each pupil, and changed on the following day. In this way copying was made impossible.

Miss Sproul read a paper on "Nature Work." As more than ninety per cent of the children leave school without reaching high school work, there is a great deal of work left for the teacher of the common school in developing an intelligent interest in the world of nature. Unless there is careful preparation the results of the lesson will not be recreative, nor will it assist in developing accurate observing power. Only a genius can teach a subject of which he knows nothing. The teacher must have a direct knowledge of nature, supplemented by books; but a joyous interest in any branch of natural science cannot be aroused in the childish heart by teaching scientific terms and detached paragraphs from text-books. A branch of nature study which for this purpose cannot be neglected, is the study of the little ones under our care. Particular seasons of the year should be devoted to the study of particular sciences. Use scientific names; but do not treat every peculiar feature of a plant as if that feature had been