

or want of confidence in your good intentions to make the Bible lesson as useful as possible, but in order to avoid any misconception which may exist as to the meaning and intention of the Board's rules with reference to a portion of their work upon which they lay the greatest stress. If there are those among you who cannot conscientiously impart Bible instruction in this spirit, means will be taken, without prejudice to their position under the Board, to release them from the duty of giving the Bible lesson."

### CONVENTION.

On Tuesday, Easter week, the Convention of the Ontario Educational Association will be held. The Convention will continue for three days. The educators of this Province, we feel sure, will avail themselves of this opportunity of seeing each other and forwarding the best interests of education.

### THE REPORT.

We have already referred to the appointment of duties of the Committee of Ten. The report of this committee is now published and includes also the reports of each of the ten conferences which the original called to its aid in the performance of its duties. The report is a pamphlet of more than 200 pages of closely printed matter.

We venture the assertion that this report will produce a most important effect on the studies of schools, both elementary and secondary, in all English-speaking countries.

There are so many of the numerous recommendations of the committee with which we cordially agree, that we have space to refer only to those to which we take exception.

We do not agree fully with the recommendation made by the Conference on Mathematics to give less time to

arithmetic and more to algebra, even in the public schools. We acknowledge that not long since too much attention was given to arithmetic and problems set for solution which required the help of algebraic symbols. But that time is past and we should take care not to go to the other extreme and have too little attention given to the study of arithmetic. The teacher has, in arithmetic, a branch of study affording a training for practical and intellectual purposes which no other branch can supply. All will agree that the criticism on the teaching of geography is correct, either less time or better results should be secured in this branch of study. We say let us have better results, our geography should take more and more the character of physiography, and history and geography should be taught together. But when the Latin Conference suggests that the study of Latin should be begun three to five years sooner than it is now begun, and when the Greek Conference desires the same for Greek, and the Modern Language Conference desires the same for French and German, can the reader help remembering that these recommendations come from men the majority of whom are specialists in these branches?

The Conference on History recommends that the systematic study of this subject be begun at ten, mythology taking a large part of the first two years, and that American History (or English in our case) be relegated to the last year of the High School course.

Such a recommendation reveals the unbalanced specialist. Equally unsound is the advice to begin the study of chemistry before that of physics. We close as we began, by expressing our high appreciation of the general report and the valuable work done by the conferences. The pamphlet will serve as a book of reference for many days to come.