

the whole child should be trained. He should find there that which meets the needs of his three-fold nature. What the teacher is, is of prime importance. The subjects in the course of study are the means, not the end, of education. No hard and fast line can be drawn dividing them into culture and information subjects. In teaching arithmetic, lead the pupil to think and discover for himself. Notation is an exceedingly important part of arithmetic and should be taught to the right of the decimal point, as well as to the left. Much attention should be paid to what is commonly called mechanical work, especially addition. There are possibilities of leading the pupil to discover much in this work. Definitions should be drawn from the pupil. Have the work proved e. g., multiplication of a number by 349 may be proved by multiplying by 350 and subtracting the smaller product from the larger. Business arithmetic is important, what parts are most so in any locality should be determined somewhat by the kinds of business done there, e. g., board measure in a lumber district. Mr. Mackintosh also spoke of home-work often interfering with home-life, and strongly recommended that none be given to first, second and junior third classes, and little, if any, to senior third classes. Much careful preparation of seat work is necessary; it should be educative in character. If teachers carefully prepare seat work beforehand and see that it is done, if it is vitally connected with the class work, not merely busy work, but educative in its aim and tendency, there will be little need, if any, for home-work. Keep pupils busy, educatively busy in school. Five and a half hours work daily is enough for any child in any class. If the seat work be what it ought to be, if the pupils are kept busy in school, the schools will make more real progress without home-work

than with it. Give the home a chance.

Mr. Elliott on "True Success in Teaching and How to Secure It." In order to know what true success is we must have a clear idea of the object of teaching. It is something more than an accumulation of facts, useful as they may be. The greatest of all Teachers said once in describing His own mission, "I am come that they might have life, and that they might have it more abundantly." In a humble way this should be the aim of every teacher, that the pupil may have life, or harmonious growth of his physical, mental and spiritual natures. It includes training in citizenship, aesthetic, moral and religious culture, and mental discipline. To secure this end the teacher needs to realize the responsibility of his position and his insufficiency for it without the help of the Great Teacher. He must never cease to be a student himself. He needs an evergrowing knowledge of the matter to be taught, and of the three-fold nature to be educated. Visit the pupils in their homes, be interested in what interests them, study the peculiar needs of each. It is well to study the history of the profession, so as to avoid past errors, and make use of all that has been good. Be enthusiastic in your work.

George E. Kennedy, B. A., Principal of Stirling High School, read a paper on "Nature Study." The following are the chief points:

Nature in its widest sense is universal and includes the "me" and "not me," matter and mind. Vital force, or life at the threshold presents problems that engross us. The main objects of study are to develop mind, unfold faculties, and form strong minds and characters, rather than to give knowledge; to teach attention rather than impart information, but the present course of study, and standards required almost com-