reluctantly to the new. To teach language or mathematics well, does not require half the labor, skill and expense that are required for good work in science. Then again, it is difficult for our teachers to secure the training necessary to make of them good teachers of science. "Many of our literary educationists are entirely incompetent even to discuss the matter usefully on account of their profound misconception of what science and the scientific method are." In those circumstances it need create no surprise that we are so "backward in science although the subjects are imperative." "We have a surplus of teachers graduating as classical "A's;" but there has always been a deficit in the number of scientific "A's," though the present scientific requirements are very elementary."

It appears strange that literary men are so often opposed to science, when a little consideration would show them that an increase in science teaching means less crowding, and therefore more remuneration in the literary professions. Besides, "the scientific men will be producing wealth in the community, thus in another way benefitting the literary professions."

"Pure science and industry are related to each other somewhat as grammar and literature. A law of pure science is a rule in art and in the industries. And as grammar is best studied as language lessons by the beginner, so is science best begun by observations on what is at our hand, around us, nearest us in interest and locality. If, during the first eight years of school life, the pupils are so trained as not to observe their surroundings accurately, not to reason accurately from these observations, not to gain the idea of what is meant by the true 'public spirit,' if his attention is absorbed in mental work which does not open his eyes to the advantages, natural or otherwise, of his home and his country, he will not be likely to be conspicuous for accurate observation or patriotic feelings thereafter, even should he go through the high school and the university.

"If the young patriot shows himself ready to sacrifice his time and pleasure for the benefit of his fellows or for the honor of his school, the next step his duty to his country, to the empire, and to man generally will in their place easily and naturally follow.

"If the teacher only knows the natural science of the school section, he can make all of his pupils observers without interfering with the book studies. The elements of every natural science can thus be started on as sound a basis as in the universities. The pupils' observation of and reasoning from natural phenomena of all kinds observable, will prepare him for the understanding of the world of which he himself is a part. A training in science would undoubtedly determine many clever young men who otherwise would leave, possibly less productive fields, to develop the natural resources of their own homes, especially as nature study so intimately suggests and enhances the patriotic sentiments already referred to.

In claiming so important a place in the curriculum for natural science, the superintendent makes good his case by referring to the experiences of England and Germany.

Several pages are devoted to the normal school. It is said to compare most favorably with the best in Canada. In no other place can a student be so well trained in the various subjects required for the new education, in kindergarten, tonic sol fa, drawing, laboratory work in physics, chemistry, agriculture, manual training, etc., together with more or less practice in teaching. If all our teachers were trained here or at some similar institution, they would be able to give their pupils the idea that "mechanical art may be a learned art." Then "labor would be dignified in the minds of clever pupils, and an industrial bias developed in the sentiments of many which would help them to congenial employment and the country eventually to become a producer as well as a consumer."

We hope to be able at some future date to refer to this valuable report again.

Course of Study for Rural Schools.

(Synopsis of a paper read before Cook County Teachers' Association, by Prof. Wilbur S. Jackman, Chicago Normal School.)

A course of study for country school children should be framed with direct reference to the actual conditions that prevail in country life, and in large measure modify it.

Among the most important points to be kept in mind are the following:

1. There is a general lack of appreciation of the immediate surroundings. Education should show that happiness may be derived from one's environment and work.

2. There is an almost total lack of scientific skill in farm work. The prejudice against the use of farm machinery is being dropped only because other vocations draw away the hand labor formerly depended upon. The treatment of the soil is scarcely more scientific than that of the Chinese. When the farmer understands the rotation of crops he may learn to avoid a great part of the weed nuisance of the present.

3. In the country there is the greatest dearth of social life. Bad roads are responsible for much of this. In many places farmers, and especially their wives and