

truisms don't work in school practice. Out of a class, coming newly to geometry, probably not 20 per cent will have an idea of what the author is driving at, and is it preferable to wait at the first proposition till all the various capacities have digested it, or after a reasonable effort to go on and allow the light to break in little by little, as it invariably does on all but very peculiarly constituted intellects? Still Mr. Hubbard's plan may be worth a trial, a heavy pull at first might make the running lighter afterwards and this might work in individual instances but hardly with a class.

Again, the next paragraph objects that a child learning rules without reason will not care for the reason by and by. I do not see that knowing $\sin^2 + \cos^2 = 1$ should make the youth careless about knowing what \sin^2 and \cos^2 mean.

Once more, "If he enters the study with the idea of seeking for *reasons* and not for *rules*, he will by that very means acquire rules which depend not upon treacherous verbal memory, but rules which, even forgotten, can be reproduced by reason." A child's memory once thoroughly impressed is not treacherous, but very tenacious, and, if the rule come first and the reason afterwards, cannot in this case too the reason reproduce the rule?

Suppose then a child to be just commencing, let us say "Reduction"; will Mr. Hubbard tell him to work it out by reason and thus find the rule or would he give him the rule first and, after applying it for a time to get its working, show him the reason? I think it would be the latter in spite of his theory which reads so takingly.

I can imagine, too, many cases in which it would be most inconvenient to have to reason out a couple of pages of deductions to get at some wanted formula, which a well stored memory might have given at once. So I am still inclined to advocate the committing of formulæ to memory at an early stage, but shall be most happy to acknowledge the fallacy of the plan when convinced by something better than theoretical truisms practically impossible or the "I do not like you Dr. Fell" style of logic! It should not be forgotten that when educators legislate, it should not be for the more highly gifted but for the average mind or perhaps even lower than this, and then many of these pleasing theories which look so well and work so badly would be exploded.

Hoping that I shall yet make a convert of Mr. Hubbard to my very moderate fraction of a "method" and hoping, also, that we shall see something more from his promising pen.

I have the honor to be, Sir,
Your obdt. servant,

C. W. PARKIN.

Sherbrooke, P.Q., Aug. 29, 1881.

[*Note.*—We would remind correspondents and contributors that all contributions should be accompanied by the name of the writer (not necessarily for publication) We would also ask correspondents to make their letters as short as possible, or to throw their remarks into the form of an article.—
EDITOR.]