

intellectual in such a form as to prevent the fixing of the mind in thoughtless habits. While the mere processes become mechanical, the mind should, by ever-deepening insight, continually increase its power to grasp details in more extensive combinations."

The authors affirm that the attacks upon arithmetic should be directed against the "stupid and stupefying" ways in which it is taught. They assert that arithmetic as it is taught cuts across the natural grain of the mental structure and resists the straightforward workings of the mental machinery, wastes time, creates apathy and disgust, dulls the power of quick perception, and cultivates habits of inaccurate and disconnected attention.

There is this difference, that Messrs. Walker and Eliot arraigned arithmetic as a study, while Messrs. McLellan and Dewey magnify the importance of the study, but arraign the "stupid and stupefying" methods. They say that it is a subject which stands *par excellence* for clear and clean-cut methods of thought, forms the introduction to all *effective interpretation of nature*, and is a powerful instrument in the regulation of social intercourse. Number represents the measured adjustment of means to an end, the rhythmical balancing of parts in a whole. The mastery of numbers represents directness, accuracy, and economy of perception, the power to discriminate the relevant from the irrelevant. Mastery of numbers represents precisely what we understand by good sense, by good judgment, "the power to put *two and two* together."

In antagonizing the fad criticisms of arithmetic as being formal, while other studies deal with the content, they play upon Kant's famous thought in this line, and say, while form without content is barren, content without form is *mushy*.

Psychology of number antagonizes all existent methods of teaching arithmetic with a fixed unit. The new idea is that number merely represents valuation; that number is the tool whereby modern society in its vast and intricate processes of exchange introduces system, balance, and economy into those relationships upon which daily life depends.

TEACHERS' ASSOCIATION.

Mr. W. H. Harlan, Secretary of the Public School Department of the Ontario Educational Association, wishes us to announce to all Secretaries of Teachers' Institutes, that he will be obliged to them if they would forward to him any resolutions relating to education passed at these conventions in order that they may be in hand for the purpose intended. The editor of the CANADA EDUCATIONAL MONTHLY will be glad to publish any such resolutions if they are forwarded to him in proper time. These resolutions show what the teachers in various parts of the Province consider of importance in connection with their work and publication will be helpful.

We are taught, and we teach, by something about us that never goes into language at all. I believe that often this is the very highest kind of teaching.—*Bishop Huntington*.

A noble and attractive every-day bearing comes of goodness, of sincerity, of refinement. And these are bred in years, not moments. Children are not educated till they catch the charm that makes a gentleman or lady.—*Bishop Huntington*.

Whenever you find yourself beginning in a tone of friendliness and lively interest, you may feel sure of holding the attention.—*Marcus Dods*.