Inspector J. W. Gordon said students are too much the slaves of books. He advocated the development of practical vocational education. Pupils should think in actual, not symbolic acres. School gardens also were not enough, they should be connected with home gardens. The hot lunch was good on account of its social benefits. Mr. Nelson Smith gave an account of the short course system at the Agricultural College. Mr. Arthur Beech took up vocational education from a labor standpoint. He said Labor was favorable to vocational education. He advocated conferences between employers, employees and educators. Mr. S. T. Newton spoke on "The Forward Movement in Education." He thought the High School should make provision for vocational guidance. Boys' and Girls' clubs were supported by every class in the community because the clubs appeal.

Officers for the year 1916 for the Manual Training Department,

Chairman, Mr. J. W. Warters. Secretary, Mr. R. B. Vaughn.

Officers of the Agricultural Section to be appointed later.

Home Economics Section

Dr. McIntyre opened with an address on "Correlation of Home Economics and Other

Subjects.'' Miss Halliday gave a helpful review of recent Household Art Publications. Miss Patrick, of the Agricultural College, reviewed some recent Household Science books. The names of the books will appear in the next issue. Mr. R. Fletcher opened a discussion on the "Introduction of Home Economics Into the Rural Schools." Supt. McIntyre and Miss Kelso elaborated the subject.

Mathematical Section

Committee on Geometry reported, recommending a two year course by syllabus. There was some discussion of topics of interest to mathematical teachers.

The president for the ensuing year is Mr. J. C. Peacock, and the secretary Mr. W. F. Loucks.

Thursday, April 27, there was a Round Table conference on the problems of the smaller High School.

The officers were elected for 1917 as follows:

President, Prof. Warren.

Secretary, Miss McManus.

(Some of the papers mentioned are published in this issue, or will be published later.)

ADDRESSES

SCIENCE COURSE FOR GRADE IX.

By Mr. Cummings

It seems to me that the Science teaching in the high schools has undergone at least three stages of development. Science was at first admitted to the curriculum of the high schools because of its value, which along with languages and mathematics, tended to mental development. It was believed that in acquiring a knowledge of these subjects, the mind as a whole became strong, and no matter what line of work or profession the student in after life chose to follow, this mental training was of great aid to him. I do not think that this is borne out in practical life; that the man who becomes a great linguist, should he enter the field of mathematics or science would find that his previous training in language would help him much in acquiring a knowledge of these subjects. Psychologists tell us that the training of one faculty of the mind does not help to develop other faculties which are not closely related. owing to this idea, that great mental development resulted from the acquiring of a knowledge of these subjects, the science taught was of a most abstract kind and had very little practical bearing on the life of the pupil.

The second stage in the development was reached when the science of the high school was made a subject for college entrance. The colleges at this time had begun specializing and they to a large extent shaped the science courses in our high schools to suit

themselves. Text books became the product of college professors, specialists in their departments. various These books were largely abbreviated forms of the larger college text books, used in the university courses. All students passing through one high school were compelled to take these courses. Of these only a very few ever reached the university and of those who did only a small percentage took the science courses there. The addition of these extra science students from the high schools tended to swell the ranks of specialists. Science was broken up into many branches and work along each branch was brought to a high stage of development.

One of the great results of this work of specialization was the application of scientific principles to nearly every activity of our life, recasting and revolutionizing every phase of city and country life. The telephone, the gas engine, electricity in our homes, household and farming appliances, manufacturing and transportation, in fact, at every turn in our life we meet with the results of science which specialists have brought to us. The working and principles behind these things remain mysteries to the great majority of the people who us them or who fail to take advantage of many of them because of

their lack of knowledge concerning them. The third stage in the development of science in our high schools is an endeavor to