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DESIRABLE PRODUCT FROM THE TEACHER OF MATHEMATICS—THE POINT OF VIEW OF AN ENGINEERING TEACHER.¹

THE school curriculum of to-day lies under the charge, vigorously pressed at the hands of many, of leaning to fads and being given over to poor teaching. The teaching of only two subjects seems to be excepted from the general charge of incompetency that is often made—namely, Latin and mathematics—and I have sometimes reflected upon the meaning and propriety of the exceptions. Returning to these reflections when your courteous secretary invited me to address you, I determined to lead you over some of this ground—old and often trod ground you may say—but nevertheless it is ground well worthy of surveying again and even again.

I think the charge of fads grows partly or wholly out of the character of work done in the kindergartens—under which name numerous sins are often cloaked by well meaning, accomplished, but highly impractical, and often incompetent, teachers. I am an earnest believer in the purposes of the kindergarten, but the practical results of its operation, where I have observed it, seem often to disseminate faulty methods of observation, poor workmanship in handicrafts and inaccuracy in thought. It is suggested that the pure kindergarten methods have their most important place in connection with the schools of social set-

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