

and workings of these institutions, but to show their relation to their environments. It is not enough, for example, for the student of educational history to learn what the people's schools, the gymnasia, the universities in Germany are. What work they do, what methods they employ. He should learn why they exist. Does popular education exist for the same reason in Germany as in the United States? Is it an expression of the same political philosophy? are samples of questions which he should be constantly led to ask himself.

The Professor of Pedagogy ought not to be burdened with the department of Psychology, although the two chairs should be in the closest sympathy. In the department of Psychology, the student should be encouraged to enlarge his knowledge of mind by a constant use of the objective method, particularly in the study of children. And when he begins the study of Pedagogy this work should be continued under the direction of the professor in a more systematic way, and far more specific and definite ends. Such experiments as those made by President G. Stanley Hall and Superintendent Greenwood for the purpose of ascertaining the contents of children's minds should be conducted, and the results carefully recorded. Such work as we have seen would have a two-fold value: it would gradually put the professor of the department into possession of a large amount of original data of which he could make effective use in enlarging the world's knowledge of mind; and it would at the same time give his students training in original research in the Psychology of children.

But the greatest stress in this line of work should be laid on experiments to test the kinds of good literature in which children may be interested. I regard this work as second in import-

ance to none which the educator can undertake. And it is entirely practicable to encourage students to make a kind of experiment which will not only help them to a clearer comprehension of the importance of the problem, but which will enable them to make substantial contributions towards its solution.

The work in the science of education should consist to a considerable extent in the summing up and systematizing of results reached in a critical survey of the history of education. Great stress should be laid on the educational values, not merely of different studies, but of different courses of study. The work in the history of education will have made the student familiar with the educational system of the leading countries of the world, and he should be led to a point where he can have an intelligent opinion of their fitness to serve in reaching the ends of education.

So far as the Professor of Pedagogy gives instruction in the art of education, it should relate to the courses of studies proper to schools of different grades, methods of organizing and grading, modes of superintending, and kindred subjects. If he can get an experienced and able superintendent to give courses of lectures on some of these subjects, it would be the more effective, as the latter can base his instruction on first-hand knowledge. Instruction in methods should not be given by the Professor of Pedagogy. Each instructor should give a course of lectures on methods of teaching his own specialty for the benefit of those who are preparing to teach it. This is but one of many ways in which a department of Pedagogy would react favourably on the work of its own college. When professors begin to reflect on their methods for the sake of formulating them to others, they are in a fair way to improve them. With Professor E.