

thought processes and with expression, no adequate associations are likely to be formed within the nervous system. In this way the results would no doubt differ little from those obtained by the child through his ordinary toys, and indeed might not be so valuable, since many of his toys, being more closely associated with the home objects and activities, would do more for him through suggestion and imagination. The cost of the apparatus \*also under present conditions presents a practical difficulty in the way of its introduction into the very schools and homes where its benefits would in all probability be greatest.

#### CONCLUSION

In concluding this brief survey of the leading principles and practices of the Montessori system, we are naturally led to inquire in what ways this Method may contribute to our own educational practice. Our modern systems of education are essentially and necessarily eclectic, and while holding fast to that which is good in ourselves, we must be willing to test that which seems good in others. As already pointed out, it may be found desirable to formulate more definitely some of the present materials of certain portions of our elementary work in accordance with the principles of the so-called Montessori Method. This Method is, indeed, merely the *objective* method of teaching formulated more definitely from the standpoint of Experimental Psychology; and it may accordingly suggest to us how to provide more exact exercises in sense discrimination in the use of our present educative materials. But there would be no justification for taking up the time of our junior pupils with the large amount of meaningless didactic materials provided in the system. It is, of course, also possible that we may find in the system some collateral materials as well, which could be used to advantage in conjunction with the materials of our present elementary education. This question is a practical one, and would furnish an interesting and legitimate problem for solution by our Normal and Model School staffs.

In spite of the evident fallacies underlying her conception of development through liberty, Dr. Montessori's vivid and enthusiastic

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\*On this continent the Didactic Apparatus of the Montessori Method is manufactured and sold at \$50. F.O.B., by THE HOUSE OF CHILDHOOD, 200 Fifth Avenue, New York City. When imported into Canada for educational institutions, it enters free of duty. It is sold by the Geo. M. Hendry Co., Ltd., Toronto.

The manufacturers make the following announcement:

One complete set of the apparatus is sufficient equipment for a class room of thirty children. The apparatus covers a complete graded course in sensory and motor training, and for the teaching of a single child the same apparatus is required. In the class room each of the children uses every part of the apparatus, but they do not use it at the same time, since the work is individual.

It is at Madame Montessori's request that the apparatus be kept together as a complete method or system. No real educational end will be served by any attempt to use isolated parts of this apparatus.

Madame Montessori's book may be purchased separately, and where it is so purchased by direct order from The House of Childhood, the purchaser is entitled to a deduction of its net cost, should he desire to purchase the materials at any later date.