

The descriptions and narratives in which the children are interested make excellent material for language and reading lessons. Let them write their ideas before the interest is abated and both exercises will be pregnant with thought.

Another benefit arising from the use of unified material is the increased value it gives to expression in education. By using subject matter that is connected and therefore apprehended by the child, the value of expression is thereby increased. The related material is more easily learned and understood than the unrelated; it is more easily recalled and retained by the child, and therefore is more valuable to the possessor. This unity of study-material will develop unity of thought, and finally tend to the development of a strong personality and character. Before any marked change from the condition of elementary education can be expected there must be a more general recognition and appreciation on the part of teachers and parents of the aims of education, or the distinction between education-instruction and fact-collecting, or wool-gathering. When this distinction is fully appreciated the teacher's sphere of usefulness will be enlarged; he will be requested to present the material of instruction so as to fully develop the child and better fit it to meet the practical issues of life. The ability to recite a lesson, to reproduce words or ideas from a text-book, is only one test of intellectual power, and probably one of the most imperfect.

That knowledge is power is only conditionally true. The time has come when the common-sense world judges an educated man by other and higher standards than the number and size of the books he has studied, and this common sense is reaching forward to judge the aims and results of the work done in the common school.

The failure to produce the best possible results in the common school is due partially to the multiplicity, size and scrappy character of the material in the text-books.

The text-books will be improved as the requirements of the child are recognized and better understood. They will then be written from the standpoint of its needs instead of the point of view of the adult. The necessity of greater unity in the subject-matter of instruction has been recognized since the time of Comenius. Recently this principle has received practical recognition in the best schools. Educators and teachers are studying the child with the view of more fully understanding its needs and more intelligently supplying them.

There have been, and will be, difficulties in making concentric instruction a practical working principle

suited to the conditions of every school, but by patience, industry and a noble purpose, greater difficulties have been overcome.

Every teacher needs the inspiration that arises from a sincere desire to improve the condition of his school and to avoid educational mechanism and paralysis.

The principle of correlation, as advocated by Herbart and his followers, will furnish this inspiration and solve many of the problems connected with common school work.

For the Review

Labor Saving Reforms

The paper read before the Dominion Educational Association by Dr. MacKay, Superintendent of Education for Nova Scotia, advocates several practical reforms, which if adopted, would turn into useful channels a vast amount of energy which is now largely unproductive. It seems to be useless to adopt reforms before the people are ready for them, yet this waiting is painful to those who see the future, and who realize the enormous loss entailed by clinging to the unscientific past.

If we cannot at once introduce reforms, we may, at least, help to break down unreasonable prejudices, and thus prepare for the time when a day's work will produce double the result that it does at present when one half of the carbon in our furnaces will not go off in troublesome smoke, when children of ten will be better equipped for life's work than children of today at fourteen.

Dr. MacKay showed that it was the special function of the Dominion Educational Association to assist in carrying out such reforms as needed the united action of all the provinces, and the co-operation of the various dependencies of the empire.

1. The adoption of metric weights and measures "would lessen the tangle of unnecessary mathematics now forced on youth," and thus make possible a desirable accuracy and rapidity of computations in every day life.

After showing its advantages in the world of trade, he recommends the appointment of a committee to act with other similarly appointed committees, in securing the adoption of the metric system simultaneously over large areas.

2. The present system of spelling requires, even of those who learn it most easily, an enormous amount of memory work. Phonetic spelling requires no effort of memory, for to pronounce a word correctly is to spell it correctly. In the present arbitrary system, the exercising of the memory upon such hap-hazard and unreasonable combinations of letters as we find, produces an injurious mental effect. The present system wastes, on