

ing. The material is an end in itself. The activities as learning to read, write, spell, etc., are not ends in themselves but are secondary or subordinate to material. Each core was well graded. The myths of the first year become literature in higher grades, the ethical stories of the earlier years become civics later on, the study of the neighborhood in the first years becomes industry and commerce in the seventh, land, water and sky change to physical and political geography, animals to zoology, plants to botany, form to intentional geometry, the human body to physiology, and so on. It is difficult to harmonize correlation with our old ideas, because some people are unable to think that knowledge can be given to pupils differently from the way in which they obtained it. Interrelation links studies together. This linking is only limited by the inventive power of the teacher. Interrelation seeks to make as great a number of associations as possible, so as to establish the right clues in the child's mind in some way. As many associations as possible should be secured by as much interrelation of subjects as can be made. This is the method for securing mental economy for the individual child. Each subject concerned is enriched by interrelation. Arithmetic and geometry may be related, algebra superseding arithmetic in the higher classes. Interrelation not only takes advantage of evident points of relation but seeks out new ones. The basis of interrelation is found in the motor activities, the hand, eye, etc. Gouin used this fact in teaching French but did not go far enough. A boy might as well be taught manual training with French and German as to open and shut doors, etc. This method of teaching a language would give breadth of vocabulary and variety of expression. Geography and history might be interrelated. (Dr. Shaw abridged Dana's "Two Years Before the Mast," a book of ethical and literary value, for this purpose.) The human interest forms the centre of interest. The child sees the value of latitude and longitude, the difference of time due to longitude, observes the rising and setting of the sun and other matters too numerous to mention. Formal reading may be interrelated with nature study. The subject taken up in the nature study should be the content of the reading lesson. Skill in reading is acquired most easily when the child is interested. Throughout the whole school course formal reading should be made subservient