

a presentation and the image it suggests, there may be said to be elements common to the two—elements in the present presentation which affect us in an identical way with elements which it resembles. In a strange portrait, which we say resembles a friend, there are certain points of feature or expression, few or many, which are identical with our friend's: these points co-exist with others in the image of our friend, and the whole image is brought up by this co-existence or contiguity. In the presentation there are, say, elements a, b, c, etc., and in the image, elements A, b, C, the common element b makes the presence of both necessary. Taine formulates a law to express this process of association: when part of an idea appears in consciousness the whole appears."

Now I do not think we can permit Mr. Baldwin to apply the term empirical to either our psychology or to Aristotle's. The error in his reasoning is in his statement that, in a strange portrait, which resembles a friend, there are certain points of feature which are identical with our friend's. The truth is that the feature seen in the portrait, the eyes for instance, is similar to, but not identical with the friend's. A picture of a pair of eyes cannot be identical with a real pair of eyes, nor can the sight of the picture affect us in a way identical with the sight of real eyes, while further, the principle of contiguity affords us no means of bringing our friend's eyes into consciousness by the aid of a portrait of similar eyes. The law of similarity is still necessary to account for the association. No matter how elementary are the features found common to the portrait and the friend's face, an absolute identity cannot be established, but only a similarity. Mr. Baldwin is right, however, when he states that it is by the principle of contiguity that part of an idea brings into consciousness the whole idea, *e. g.* the image of the friend's eyes

recalls the image of his face, and this again, the image of his person.

I hope I have not committed an unpardonable sin in writing to the MONTHLY on a psychological topic, but to ward off the avenging Furies, I have sworn the editor to silence, and sign myself
NIL.

Some Coming Educational Reforms.

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It is undeniably unwise to express oneself with too great assurance as to future events. Yet it surely does not argue presumption or folly for the recruit in the great educational army to study earnestly the developments of the campaign, the direction in which the host is marching, the difficulties to be overcome and the goals, mediate and immediate, that are to be attained. Indeed, not to do at least so much is to confess an apathy and impotence that must prove fatal to real success.

An intelligent enquiry into the trend of educational progress involves a review of advances already made, especially during the last generation. However, it is not the purpose of this article to treat even briefly of the magnificent strides made along educational lines since times within our fathers' memory. It must suffice merely to refer to the contrast between the average teacher of to-day and the average teacher of a generation ago; to the development of the school curricula and the increasing efficiency of the work done, and to the difference between the old days when popular interest in educational affairs was yet in embryo, and the present when the interest and criticism centering about the Department of Education is probably keener than that about any other department of the Provincial Government. Consideration of such striking progress within so brief a period justifies our hoping for still greater things to be