

Here is an example: "It is well known in medical practice, that those who indulge in impure thoughts—which leads to impure acts—will reflect a corresponding impurity in their bodies in some eruptive and loathsome disease. It is also known that they who indulge in inflammatory thoughts, create inflammatory diseases in their bodies." A young girl was suffering with that distressing malady called asthma . . . . How did she create it? The healer, who took charge of her case, felt sure that there must be a corresponding condition of mind back of it as a cause. She soon learned that the young girl, though living in the midst of agreeable people, even of her own age, was, nevertheless, very lonely, that her highest thoughts and best feelings were repressed. The best part of her nature was shut in and stifled, just as her lungs were stifled in breathing . . . . The healer, of course, ignored her difficulty in breathing; for it had indicated the real malady and was of no further importance. Like a true physician she urged her to open her heart and her mind, and her breathing would take care of itself." Of course she was cured!

Again, "disease does not perpetuate itself; it is kept alive by conscious or unconscious mind in dominion over it." "Old age has no existence for us, except among the falsities of our erroneous thought."

Again, and let the spectacle-wearer take heed (see page 3), "Physical blindness corresponds to spiritual blindness. Failure of physical sight corresponds to an inability to continue to see the truth. There is a universal failure to see truth as governing the reconstruction of our eyes. In youth we expect to have good sight; we fully believe it to be our right. In old age we have permitted our belief in truth to be argued away from us."

We have said that we were unable to discover any science in the book, much less *true* science. Nor have we discovered any biology, much less *new* biology. In fact it is the oldest biological system in America—the identical philosophy of the medicine men of the Red Indian. Only the method of the medicine man, with his rattles and other palpable aids to "spiritual" excitation, healed more than Mr. Barnett's method; and the Indian form of the hypothesis of spiritual correspondences was not so entirely out of joint with the common knowledge of mankind.

Education consists not quite so much in the amount of information imparted, as in the careful training and discipline of the intellectual and moral powers—such a co-ordination of the faculties as will enable the child to think and work out problems for himself in after life.

### To The School Boards in the Atlantic Provinces.

#### A PLEA FOR THE INTRODUCTION OF THE KINDERGARTEN.

My deep interest in the cause of education leads me to make a plea in favor of the kindergarten as an integral part of our common school systems in these provinces.

In all our cities and towns the most pressing question for settlement would seem to be: How shall we reduce to the lowest possible degree the wastes and burdens of society that press upon us increasingly? Clearly, by making every individual in the community intelligent, virtuous and wealth-producing.

Does our educational system compass this end? Let the expenditure rendered necessary by crime and pauperism answer that question. How comes it that our system does not prevent this waste of humanity?

For two reasons: first, its training has been *too exclusively literary*, a defect inherited from the past which ignored *popular* education, and, as a consequence, adapted its curricula and methods to the wealthy and those preparing for professional life. Secondly, to an disregard of the fact that labor in its simplest forms is *subject to law* and needs the application of science, if it is to rise to its true dignity and cease to be mere drudgery. When we all honestly believe that earnest, skilful, joyous *work*, is the divinely appointed means for the development of human faculty and character, and act accordingly, we shall solve a good many hard problems.

Pestalozzi's great loving heart made him the *father of popular education*; his watchword, a glorious one, was, *to know*; but Fröbel, agreeing with Pestalozzi as far as he went, goes *far* beyond him, and gives us his rallying cry, *education by work*.

Taking the hint from nature, which has made the child full of curiosity, eager for knowledge and perpetually active, he demands education from the earliest period; education of every faculty in every possible direction; education of the individual, not only as a unit, but as a member of society, which he is to enrich, strengthen and adorn. He has not only given us a clear and distinct aim, *harmonious development*, but he has systematized the means of attaining it, and shown us how we may press science into the service of child-culture during that early period that has, hitherto, been largely left to chance and instinct.

Fröbel would have the mother instructed in her duty, so that she may be competent to prepare her child to enter the kindergarten when three years old. At this age, the social instincts need a larger sphere for their gratification than the family affords, and, under wise culture, they become a powerful aid in his education. At present, the necessity of the kinder-