are, as a rule, unable to make observations from which conclusions may be drawn. We feel that if our pupils are taught to observe accurately they are in a great measure educated, for then this first and very necessary part of education is complete. The conclusion therefore drawn from viewing the product of the public schools is that perception is almost wholly neglected and that the other faculties are in consequence undeveloped.

If we consider the kindergarten we find that the child is there active and not passive; his activity is a self-activity and his expression is self-expression. His senses are being employed with a definite end in view for him and thus they are being cultivated. The power gained for the child is a power to use power. This is the reason, or at least one of the main reasons, why we in our high schools have our pupils perform their own experiments in chemistry and physics and do not perform them ourselves.

That can only become a part of the child's knowledge which he has obtained by a free action of his perceptive faculties and thus made his own.

To do this the senses must be trained; and if this is necessary in primary education, is it not equally if not more, required in all other departments of education, public school, high school and college?

This idea of self-development is to a great extent lost sight of in our public and high schools. In the latter, however, we are forced to consider it whether we wish to do so or not. For the training of perception is the first requisite of all good results in science teaching, and may I not add in all teaching? For no true and good results can be arrived at without clear and accurate perception, and the chief object of education—to enable the child to compare and analyse, that is, to think—cannot be otherwise obtained.

We believe that it is too late to begin to teach Elementary Science or Nature Study when pupils reach the high schools. It should be a continuation of the method employed by the child in teaching himself when he first gains knowledge, i.e., by experience or experiment. This plan should be continued through all stages of education, not used as now in our kindergartens and then departed from to a great extent. Elementary Science should be begun in the lowest forms of the public school, and other lessons should be so related thereto that the pupil should learn them in connection with his Study of Nature, not as separate and distinct subjects. Subjects need not be divided as they now are in our school curriculum, but they should be made inseparable parts of one lesson. In this way we claim that Nature Study could easily be made the basis of composition, spelling, writing, drawing, etc.

Whatever views have been held in the past with regard to the value of subjects we may to a great extent leave alone. Let us consider them as we find them to-day. What subject or subjects will best prepare youth for the struggle of life after leaving school is the living question with us; let us consider it for a short time.

We believe that we have at the present time a better knowledge of the mental activities than could be obtained at any time in the past. As a result of this knowledge the old idea that the mind is made up of separate parts is being discarded, the modern view being that the mind is a unit and should be developed as such. The material of instruction should be chosen with a view to train the whole mind, perception, memory, imagination, judgment, and reason, and to-