

with this *love* for nature through literature—the noblest recorded thoughts of man, rising gradually to the conception of his place in nature and his relation to God—the source of all knowledge and all love—the creator of all things.

—THE METHOD BY WHICH THIS CAN BE OBTAINED.—The study of nature becomes more and more complex as time passes. The child must be given “the thought experience of the past and be fitted to take his place in the world as a social unit. But the thought experience has accumulated very rapidly, and worse still nomenclature has increased enormously without a corresponding increase of thought. Languages are making a greater and greater demand on the time of the student. Competition in the social world is becoming appalling. These facts have led to the consideration of the correlation of subjects to economize not only the time of the child but also that of the teacher. The pressure is just as severe upon the teacher as upon the child.

—WHERE IS THE IDEA BEING WORKED OUT.—Germany has for many years been using Herbartian methods—Herbart's ideas extended and applied by doctors Tiller Story, Rein, Lange and Frick. The experiment is being tried in several large centres in America, notably in certain schools of New York and Chicago—most natural places—large cities, where life-pressure is very great.

—IS IT NECESSARY TO BECOME A HERBARTIAN IN PHILOSOPHY TO USE THE BEST OF THE METHODS?—No. The two main ideas of the Herbartians, the power of apperception or assimilation of knowledge and the development of character are based mainly upon experience and not upon philosophy.

—IS THIS A REVOLUTION IN TEACHING METHODS?—No, only a tendency towards greater systemization. A thoughtful, earnest teacher who has found her own true relation to the universe and its complex life even though she know not Herbart is infinitely to be preferred to the thoughtless teacher who can glibly use the Herbartian terms apperception, age impulse, correlation, interrelation, concentration, co-ordination, etc., etc., and knows not the value of life and its lessons.

—FORMAL SCHEME FOR INDIVIDUAL LESSONS.—Besides presenting schemes of correlation, interrelation and concen-