

principles of the new education? As I understand them, they are the introduction into the school-room of the principles which Pestalozzi and Fröbel introduced into the Kindergarten; the making of the children acquainted with things or their exact representations more than with words; the cultivating of the powers of observation and thought more than the powers of repetition and recollection; the teaching of a child rationally rather than authoritatively. It emphasizes the opposition to Bacon's maxim that "Knowledge is power," and asserts that "Thought is power"; that power to think is more important than power to acquire, and that without thought behind it knowledge is of very little value. The Baroness von Marenholtz-Bulow visited Fröbel's Kindergarten and was so impressed by one statement of the famous educationist that she forgot, I believe, everything else he said. That which impressed her so forcibly was simply, "Man is a creative being." This fact has been recognized on the Kindergarten, where the creative instinct of childhood is given full scope, but it is necessary for us to remember that it is a factor in our school work also. Further, Solomon's advice is as pertinent to-day as ever, "With all thy getting get understanding." The school-room is the place for this creative being to get understanding. Intelligent thought is the power that moves the world. Men of thought and men of character are what are wanted every day. When nearly every adult has the right to vote and take part in the government of the country, it is necessary that all should know how to form correct judgments from given data, and this power of thinking correctly must be developed in the school-room. The development of thought, then, being the main desideratum of to-day, it at once becomes part of a teacher's duty to learn how thought is de-

veloped, and to do this he must study psychology theoretically as well as empirically. He must not only study the laws of growth of the mind, but he must also learn what systems of education are best adapted to assist growth and what to retard it; what the foundation principles of education are, and what methods have been found best adapted to economize time and secure efficiency of work. In the pedagogics of the reading course we have works which deal with all these things, written by men of world-wide fame as educationists. These give us the professional reading. But besides these we have scientific and literary works also recommended. In the United States considerable discussion has been going on as to the advisability of placing other than professional works on the reading courses, the result being that while in some States, New York and New Jersey for instance, the course is solely professional, in others, such as Iowa and Illinois, the course is more general. For my own part I think the Minister wise in adopting a general course for Ontario, as it is better adapted to rural localities. In cities and towns where public libraries are open to all, and where a teacher's environment is of assistance to him in prosecuting scientific and literary studies, the professional course would be sufficient, but in rural districts, where libraries are scarce, and the surrounding of a teacher anything but stimulating to the acquisition of general knowledge, the wider course is preferable. When we consider the wonderful discoveries that have been made in all branches of science of late years, and the claim of some of its most prominent supporters that it should have a foremost place in our educational system, we cannot but agree that a teacher should be well informed in regard to this most interesting of all studies, and that he