

periments began. My pupils have prepared various oxides,  $H$ ,  $NaCl$ ,  $H_2SO_4$ ,  $HPO_4$ ,  $K_2O$ ,  $KOH$ , and have learned the receipt for an acid, a base, and a salt.

To any teacher just taking up this subject I would say, "Read the REVIEW's chemistry lessons, borrow the chemistry notes taken at Normal School last year from some other teacher, get a good work on chemistry, experiment a little in private and then go ahead," only to find that your work will increase its fascination with every lesson.

John M. Wiley, of Fredericton, furnishes all chemical supplies. I feel sure that two dollars will buy all the chemicals and apparatus (exclusive of trays and troughs) necessary to make a start in this most delightful study. Pickle bottles are very handy, and so are the wide-mouthed bottles in which English preserves are put up. Ask your pupils to bring any odd bottles they may have.

KAYE.

For the REVIEW.]

#### Farewell Words.

*Teachers of District No. 10, N. S.:—*

At the close of six years of Inspectoral work among you, I wish to say a few words of farewell.

I believe those six years to have been of somewhat mutual benefit. I have received many hints on teaching that will be useful to me in my future work, and, in the majority of cases, I have noted steady progress in you.

Do not be satisfied with past attainments. Strive to get a higher license, that your greater breadth of knowledge may be of direct benefit to yourselves and your pupils, and that you may keep pace with the progress of the time in which you live.

Add to your professional experience by attendance at the Normal School, if possible, at Teachers' Institutes, and by reading. To this end patronize the REVIEW, which you in this district have so well sustained in the past. If it does not deal with the school work in which you may more particularly need instruction, write to the editor, Mr. McKay, and I am confident he will see to it that required information will be given.

Always join with the Inspector, whom I commend to your sympathy, in his efforts to secure comfortable school-rooms and proper apparatus. Do not be induced to agree with trustees when they seem inclined to think his requests not absolutely necessary, and can be put off for a time.

Above all, keep before you the true teaching we have been aiming at, not so much the getting of knowledge, as gaining the power to acquire it for one's selves, not the storing of facts, but cultivating the power to think and investigate.

Teach the pupils to walk with all the senses on the alert, seeing the world around them, hearing its lessons, with sensitiveness to receive their impress, and firmness to retain it, both in mind and character.

Have patience, be of good courage,—you will be repaid in proportion as your patience and perseverance fail not.

In conclusion I have to ask your forgiveness where patience and kindness on my part may not have been shown to seeming failures, of which I, perhaps, did not know the true cause.

If I did not always display the kindness I should, it was never absent, and now, in saying farewell, is the uppermost feeling in my mind towards you.

Wishing you success in your work and promotion in your profession, I shall always remain your sincere friend.

E. J. LAY.

Amherst, May 1st, 1892.

For the REVIEW.]

#### Psychology for Teachers.

PROF. SETH, DALHOUSIE UNIVERSITY, HALIFAX.

#### LECTURE IV.

#### APPERCEPTION.

Apperception may be called the art of the mental life.

Locke compares the mind to a blank tablet, which is written on by experience. He also compares it to a dark room, which receives light through the windows, *i. e.*, the senses.

These two comparisons suppose the mind to be merely receiving, therefore passive, whereas in reality the mind is active even in receiving the data of experience.

To acquire knowledge we must react upon the data given. The mind may be called an organism, and as the physical organism grows when it assimilates into itself the food that it receives, so the mind grows as it assimilates the data of experience. By merely receiving it would not grow, to do this it must also assimilate.

Wherein consists mental activity? Kant says in synthesis or combination; thus the mind produces knowledge. This mental organism synthesizes the foods received as the physical organism does, makes it an integral part of itself, one of its elements. This act of assimilation on the part of the mind is the act of apperception.

Leibnitz invented this word, but used it merely as distinguished from perception.

Apperception is that synthetic or relating activity by which the mind constructs objects out of the data presented and re-presented in consciousness, *i. e.*,