

ledge, power and skill in her chosen work. Moreover, nature is all around her, and not the artificial conditions of the town. And here is the evidence that our contention is true. The educated thought of the country is to-day seeking some way by which the graded school can become ungraded, by which, as one writer has it, the tendency "to stunt and develop and retard at one end, and crowd and cram and drive at the other, in order to keep the grade moving on together," can be prevented. Cambridge is trying to solve the problem by so arranging the work in the grammar grades that the more forward children can accomplish it in four years instead of six. Other schools here and there are seeking to reach the same end by placing two and three grades in a room, but a short distance apart in time, thus allowing the brighter pupils to jump the narrow chasm with ease. This was the plan of Commissioner Harris when superintendent of the schools of St. Louis many years ago. We are inclined to think that owing to the prejudice of teachers and the penuriousness of the average tax-payer and citizen, the problem is not going to be an easy one to solve. We shall watch with interest the experiments.—*Popular Educator*.

THE HERBERTIAN "STEPS OF INSTRUCTION."—The subject matter of each branch is supposed to be divided into suitable lesson-units. In arithmetic, such a lesson-unit might be "The Division of a Fraction by an Integer;" in geography, "The Basin of a River;" in United States History, "The Battle of Gettysburg." In teaching the lesson, the teacher will, according to the theory of formal steps, observe and pass through the following stages successively:

1. Preparation, that is, recalling the previous lesson and other know-

ledge familiar to the child as aids to appreciation, indicating also what is the aim of the present lesson.

2. Presentation, the gathering of all the facts on the lesson topic in hand. The method of presenting the facts will, of course, vary with the nature of the lesson.

3. Comparison, viz., of facts with facts to discover their meaning. (A fine field for the cultivation of a most useful mental power, too often neglected.)

4. Generalization, that is, the pupil's reaching, as the fruit of his own investigation, those conclusions commonly called principles, definitions, laws, rules, formulas, etc.

5. Application, that is the bringing back of the laws and principles already learned and applying them to new particular cases in science, business, and social, political, moral or religious life. This completes the cycle. The pupil starts from individual facts or events, and returns again to them, but this time with power to interpret them. Higher than this no knowledge rises; greater power none can possess. Herbart's system is by no means mechanical, although thoroughly systematized and formulated. On the contrary it brings into the elementary school the charm of reality and invests each subject with greater interest. It promotes correct thinking habits, gives clear apprehension of knowledge, economizes thought and effort and furnishes to the pupil the broadest and best basis for future acquisitions. Herbart and his followers have given to Germany a body of over eight thousand enthusiastic teachers, who follow progressive and scientific methods in pedagogy. It is not given to one man to grasp all of truth, or to perfect any system of education, but may it not prove that Herbart, more than any other, has solved the problem of Elementary Education?—*Selected*.