

extent the school child lives in a world of its own, of which the parents perforce know but little. If lessons were prepared entirely without their co-operation they would know still less, and the child would lose the stimulus imparted by daily experience of their sympathetic interest in his work. It is true home lessons may be made a torture, as in Burdette's story of the problem that floored father and uncle in little Rollo's home and caused a painful family jar. But such things need not be. The school instruction should be on such lines that what is left for the child's accomplishment at home should call for nothing more than diligence and fidelity. If he thoroughly understands his work he will be far more likely to take an honest pride in showing what he can do unaided than to make trying demands upon his parents.

What the children need are shorter school hours, abundant time for outdoor exercise, a reasonable amount of home study as has been indicated, and an utter discarding of the cramming process. It is not so desirable to pour knowledge in on a child as in the true sense of the word to educate him; i.e., bring out his own faculties and give them due exercise. The former process actually stultifies the brain, the latter assists its development. It is not so necessary that children should accumulate vast stores of knowledge of doubtful value as that they should be led into the possession of their own tastes and powers, into the love of what is finest in literature, into the ability to think and clothe their thoughts in appropriate language. A certain amount of grind there must be, but a child's education should never oppress, but on the contrary inspire him. If wholesome knowledge is not acquired but assimilated, the resultant effect on the brain should be as pleasing as that of well assimilated food on the body, and any kind of scheme of

study that interferes with this healthy brain building should be unhesitatingly condemned. There is no doubt that to carry out these ideas successfully a larger teaching staff than is ordinarily found would be required in our schools. Mcney, however, could not be better expended than in securing for our children an education in which mind and body would be guarded with equal care, and the excellence of which would consist neither in the amount of knowledge acquired nor the ability to pass competitive examinations, but, as Herbert Spencer puts it, "in knowledge transmuted to faculty and made available for the purpose of of life."—*Quebec Gazette*.

We were in the dining-car of the Empire State Express travelling north. Just as we were taking our coffee my companion said: "Look at my Lord Chesterfield. That man's table manners are perfect." This remark was relative to a dark-eyed, black-haired gentleman seated at a table just beyond us.

How rare is such an instance. Oftentimes one wishes that the rules of table etiquette might be daily rehearsed. It seems absurd, and yet observation teaches us how necessary that the do not's be enforced and re-enforced.

Do not use a spoon or a knife when a fork will do.

Do not elevate fruit or anything else to the mouth with a knife.

Do not section off a slice of bread with your knife.

Do not butter an entire slice at one time.

Do not fill a soup spoon towards you.

Do not present the tip of a spoon to your mouth.

Do not beat a tattoo between courses.

Do not mark out designs on the tablecloth with the silver.