

become as little children, ye cannot enter the Kingdom of Heaven," so continually misinterpreted to mean that there should be passive admission of truth without questioning or enquiry? Is that the way the child learns or acts? Should not our religious life exhibit the same fearless confidence in asking questions and the same readiness in putting into practice the answers that the active child displays?

It would be a wide field to follow the pernicious effects of un-psychological methods of parents and teachers in the suppressing of questions, and stifling the religious cravings of children. We have too often "offended these little ones."

Sooner or later truer psychological methods, as exemplified in the Kindergarten, will permeate the whole school system and overflow into the Sunday School, the Church and the home. Let me add to the teacher interested in the study of psychology and its applications to his profession:—Remember that the Science of Psychology, with all its intrinsic importance and immediate usefulness, is simply the portal and propaedeutic to the higher reflective problems of the ultimate significance of life, and art, moral conduct, and religious aspiration. As in your teaching you desire the intellectual to be the means to lift up the pupil to higher ground, prepare him for the reception of the highest truths, so let these lofty themes be in your own life constant topics of interest, perennial sources of new insight, continual fountains of noblest inspiration.

---