

that it has emphasized this third view. Froebel says: "Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied, conscious and free representation of the inner law of Divine unity, and in teaching him ways and means thereto." Such an educational ideal at once leads to a study of the child as he is, in order that we may discover the law of his unfolding, to a study of his environment, that he may be brought in contact with that best fitted to his proper advancement and, finally, to a study of the relation between these in order that he may discover the law of inner connection and express that law in harmonious and equable development of his powers.

With this appeal to the true test many dearly loved idols have crumbled in the dust. The trustee in "Hoozier School-master" who held the principle "lickin' and larnin', larnin' and lickin', no lickin' no larnin', sez I," had many companions fifty years ago, but he is beginning to feel lonesome to-day. I was surprised when in Paris to find that corporal punishment is banished from the schools.

The too enthusiastic objective teacher who thought it necessary to crawl on all fours on the schoolroom floor to illustrate "the ox" to his primary reading class is now convinced that even little children have common sense as well as sense perception.

When first I attended a teachers' convention and listened to learned disquisitions in regard to questions almost as remarkable as "on which side of their heads children should wear their faces," I went home discouraged. I knew my school was not like those described, but it scarce occurred to me to think that possibly these speakers might not have had *practical experience* or that the *conditions* were different in their schools.

I was in what Professor Caird calls the dogmatical stage. I thought if someone said a certain thing was true it must be true even if it wasn't true. Then came the sceptical destructive stage, when after repeated trials of certain methods only failure resulted and the thought came, What is the use of trying? perhaps there is no best way, or as I once heard someone who should know better say, "This talk of education and methods is all rubbish, the old ways repeat themselves like the fashions every ten years." It is only fair, however, to say that he had spent more time in trading horses than in the investigation of educational questions, although he was supposed to fill an educational position. God pity the man or woman who continues to teach school and does not at heart believe there is