

Thus the thoughtful educator, while rightly appreciating the problem he has to solve, is placed in the midst of difficulties which are in individual cases often insoluble. It would, I think, be easy to show that the discordant views which prevail on such subjects as the range of school studies, the relation of these studies to health, the expediency of payment for results, the conducting of examinations, the relations of scientific and literary studies, and the bearing of moral and religious culture on the work of the school, largely depend on the more or less wide and accurate views which may be held in relation to the fundamental point above stated, that the educator has to train a being in a state of active growth, and differing in every succeeding day from its capabilities and attainments of the day before. Keeping this principle in view, we may now glance at a few current topics of educational discussion.

If we ask what studies should first occupy the attention of the youthful pupil, two apparently contradictory answers are at once given. First, it is unquestionable that the child is naturally an observer and experimenter with everything within his reach. Therefore, his early lessons should be object lessons, and he should begin his education with science. But then it is also evident that memory and speech are developed more rapidly than thought, therefore, he should begin with words and memory-lessons. The truth concealed under this apparent antagonism is that the average child conducts his own education in the way of accumulating facts and experiences, trying to express these in speech, and thus learning to think and generalize. This is the natural process, and one absolutely scientific, and to be imitated as far as possible in our clumsy methods.

It was supposed to be a grand discovery when the framers of the English educational law, hit upon the method of payment by results, but nothing could have been more disappointing if we are to judge by what may be called the ultimate results of the method itself in complaints and controversies, yet surely it is reasonable to pay rather for what is done than for the mere form of doing it. The real question is as to the results actually desired. If the results are the cramming of a certain amount of brain-racking technicalities, tested by severe examinations, it may well be said that such results are dear at any price. But let us suppose