

sometimes accused of giving a merely intellectual drill, no teacher worthy of the name is limiting his efforts to this. He is bending every energy to attain discipline and training of character by means of the intellectual and disciplinary; he strives to inculcate ideals and form habits of faithfulness, honesty, uprightness, industry, truthfulness, obedience, reverence.

Mark, he is not teaching *definitions* of these. That would be a merely intellectual drill. He is molding the character into these moral habits. It is just because the public schools are so efficient that Sunday-school and home continually desire to relegate more and more to the public school.

The careful and reverent study of the child is destined to react upon home, Sunday-school and church. If child nature had been studied, should we find the text "Except ye become as little children, ye cannot enter the kingdom of God" 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 at once put into prac-

tice the answers as the active child does? It would be a wide field to follow the pernicious effects of unpsychological 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 propedeutic to the higher reflective problems of the ultimate significance of life, and art, and 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.

PEDAGOGY OF THE HAT-TAKER.

I GOT a sort of pedagogical "sermon" the other day, in a place where I least looked for one—a lesson on learning from a source that I had never before dreamed of containing anything worth mentioning.

It is written in the Book: "Lift up your eyes, and behold the fields already white for the harvest." And sometimes we think the grain isn't even sown yet! Let us go to, and lift up our eyes!

I was in a hotel, and went to dinner. As I was about to enter the dining-room, a young negro took my hat,

and put it on a rack with a couple of hundred more of about the same sort, size, and description. You have all seen the same thing done scores of times. I'm not telling of the unusual. It is not the unusual that is of the greatest interest in this world.

When I came out of the dining-room, half an hour later, there stood the young negro with my hat in his hand, ready for me! He had never seen me before, nor I him. He put no mark on my hat, nor on me. He simply looked at me and at my hat when we parted company, and he was