

a discernment clear and delicate, in short, the qualities of mind which make men think rightly and reason justly. As for the facts, the minutiae, the dates with which we stuff our children's heads, now a days, alas, how quickly all these escape the memory. At the end of a few years nothing is left of them. That which remains, after these are gone, is the alert, healthy and absorbent mind."

Have the courage to be ignorant of a great number of things, in order that you may avoid the calamity of being ignorant of everything.—*Charles Dickens.*

The ideal life, the life of full completions, haunts us all. Nothing can really haunt us, except what we have the beginning of, the native capacity for, however hindered, in ourselves.—*Phillips Brooks.*

HOW SHALL THE CHILD STUDY.

REPORT to the superintendent of schools, Cincinnati, of a special committee appointed to consider this question. Mr. G. A. Carnahan, chairman.

To this question we may perhaps give a partial answer by saying that the child should study—

(1) With the proper aim and intelligence.

(2) Under proper direction and teaching.

(3) Under proper conditions.

In offering a word on each of these headings we may note briefly:

1. That the child is an organism developing from within outward, and the aim in its study and education is the evolution of all its faculties and capacities, and their discipline and training so as to bring out power and culture, and especially character building and virtue. The acquisition of knowledge merely, though important, should not be the main or sole object of education.

2. That the process of growth and development in its true form is slow and in many cases almost insensible in children, and cannot be measured by any positive standards; hence anxiety for definite and immediate results at stated times is apt to make

the character of study and teaching narrow and formalized. Education should be broad and directed to *all* the powers of the mind, and the constant use of the mere carrying memory in rote and routine work should be discouraged.

3. That the first point to be secured in study and education is *concentration* of mind. The subjects presented must, if possible, involve interest, curiosity, novelty, romance, or whatever will stir the nature of the child. The presentation should be graphic and pictorial. The method should always be to elicit and to insure self-help. The Socratic method of interrogation and suggestion should be used to set going, change the direction, limit, or make more distinct and critical the thought of the child as he evolves his own knowledge with just so much, or rather so little, aid as is absolutely necessary to keep up action. Skilful questioning marks an able teacher. The child must learn "the art of picking the thought out of its verbal husk."

4. The pouring in process, the dogmatic statement of facts given in formulated expressions, and then drilled in by groove and mechanic recitation is not education. Thorough