

authority and argued that children should be governed by allowing them to have their own way. Educationists of this stamp would subordinate the system to the child; they regard the faults of the child as due to anything and everything rather than to the child himself. They hold that the source of evil must be found without, and not within, and scout implicit obedience as an unintelligent process, fatal to individuality, reducing the human being to the level of a machine.

Is the pupil inattentive? Then it is the teacher's fault because the lesson is dull. If a boy does wrong, he is, after all, what circumstances have made him, and he cannot be held responsible for circumstances; in short, as President Draper pithily says:—"The Children used to sit at the feet of the teacher; now the teacher sits at the feet of the children."

All this represents an inevitable reaction against the old school of

"Qui, quae, quod.
Fetch me the rod."

No one need shed tears over the demise of the old teachers, whose favorite colours were black and blue, but the reaction from undue strictness, though based on a right principle, needs to be carefully watched, lest undue softness prevail in the management of the school. While the teachers of fifty or more years ago had to be reminded that "All work and no play makes Jack a dull boy," there are some well meaning, progressive and vigorous teachers who must be told that "All play and no work makes Jack a mere toy."

As an illustration I may be allowed to quote a selection from Dr. Louis Soldan's book, "The Century and the School."

In the Chapter on "Fads," he describes a visit paid to a room in a large school. The morning began with what is called "observation lesson." The children were encouraged to relate what they thought noteworthy of their experience of the previous evening. One of the children related that they had an evening party at home; that they lived upstairs, and that they had carried up two kegs of beer; that when they were through with this, they had carried up a keg of whiskey. They had a fine time.

At this stage the teacher wisely said: "Now we shall hear from some of the other children." The second series of exercises consisted of games fashioned somewhat after the Kindergarten games. The next was the naming of classic pictures. The next exercise was one in posing, the children imitating by the way they stood, certain pictures which