

tical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?

The forcing of young children to do prematurely what they ought not to do until they are older, results in what Dr. Harris calls "arrested development," and whether this be due to exhausted power or burnt-out interest the result is always fatal to future progress. The colt that is over-speeded and over-trained when *two* years old, breaks no records at *six*. The same is true in the training of young children. There is such a thing as too much training in primary grades, an over-development of the mental powers, especially of the thought powers, including the reason. A little child may be *developed* into a dullard. More natural growth and less forced developments would be a blessing to thousands of young children. It is not what the child *can* do at six or seven years of age that settles questions of primary training, but what he *ought* to do—*i. e.* what is best for him to do at this stage of school progress.

The position has never, to my knowledge, been questioned that the pupils in our schools pass through as they go up in the grades, *three quite distinct psychic phases*—a primary phase, an intermediate phase, and a scientific phase. A clear recognition of these phases, with their characteristic activities and attainments, has resulted in fruitful reforms in school instruction, especially in primary grades. The tendency just now in some schools is to go back to the theory that an infant is a little man capable of causal reasoning, logical inferences, and philosophic insights; that he can not only understand but appreciate the highest literature!

For one, I am very thankful that I was not forced, when an infant, over these elaborate "development" courses: that when a child I was permitted "to think as a child," and was not forced to think as a philosopher.

A few months since, I witnessed some number exercises in first and second grades in a western city. The drill in the second grade (early in the grade) was called a "percentage exercise," though there was not a trace of a percentage process in it, the only hint in this direction being the word "per cent" at the beginning of each exercise and repeated at the close. The pupils recited from a written chart with