

agents ; she accepts educational law without argument and without elucidation—to her it is axiomatic ; she is likely to be conscientious and devoted, with a steady enthusiasm that does not get in its own way, because her study of mankind's long struggle has made her sympathetic and patient ; she is less of an experimentalist than

her neighbour, because the principles of development are her working property.—*New York School Journal*.

One gift well given is as good as a thousand ; a thousand gifts ill given are hardly better than none.—*Dean Stanley*.

THE PUNISHMENT OF CHILDREN.*

Conscientious parents can have no interest in life higher than the well-being of their children. Children furnish an opportunity to do for them what we wish we had done for ourselves. The perplexing problems of life will remain unsolved until we have learned how to educate the future men and women. The home has been called a miniature moral empire, which suggests the idea of order, Order is born of authority and obedience. There can be no order without law, and a law must have a sanction, else it is void. Penalty or punishment suggests suffering. All punishment is painful. But pain and pleasure, however, are the two educators of life. The discipline of the one is negative, that of the other positive. The one attracts to virtue, the other repels from vice. This is not a capricious arrangement of man, but the method of nature. The hands that caress can also hurt, the voice that sings can also rebuke. The little child must know the mother that gives and the mother that denies.

There are those who would make education stand only on one foot. They argue against all punishment. Not authority without freedom, nor freedom without authority, but author-

ity reconciled to freedom should be the aim of education. The instinct of liberty in the child accounts for its resistance to authority ; the instinct of love explains its willingness to obey. We cannot live on equal terms with our children, for, as Perez has said, if we treat them as our equals, they will treat us as their inferiors. There is nothing more humiliating than the spectacle of a parent helpless in the presence of a child. Reliance upon the principle of natural consequences will frequently lead us astray. Will Nature always adjust the effect to the act ? Will the adjustment be always moral ? It is a matter of experience that sometimes the natural consequence of an act comes so late that it is hardly recognized as having any relation to the act which provoked it. Then, again, it comes with such haste and suddenness that it leaves no time for reflection. It ought to be the aim of parents to prevent their children from being thus marred and maimed for life. In fact, this is the mission of the parent—to stand between the child and danger, physical as well as moral. Children are impulsive ; we must counteract this quality by our constancy. They are impatient ; we must be calm. They are fickle ; we must be firm. Children must grapple with the future ; we must make the page of the past clear to them.

*Extract from a lecture delivered before the Chicago Ethical Society.