

the child has brains, and that he can soon see through so simple a process.

And spelling is tabooed by many progressive educators, especially the spelling book, as if it were too great a tax upon the "gray matter" for the child to learn to spell a word which he has not used!

In number, objects and pictures are used in many of the highly-elaborated text books to such an extent that any one of the higher orders of domesticated animals ought to learn the elementary processes of arithmetic in less time than is assigned for the average child. I am not objecting to these ingenious methods at the beginning, but they ought to be dropped at the earliest possible moment, so that the child may be compelled to employ his own activity—to use his brain; for, let it not be forgotten, the child is presumed to have brains.

In the study of language—for grammar is a term not to be tolerated till the age of adolescence—the simplifying process has eliminated everything above mere childish twaddle. Nothing beyond the child's limited comprehension is to be placed before him. The geography is made as familiar as the schoolyard. The supplementary reading is, much of it, written down to the child's low level. Finally the text-book is abandoned, and the teacher, laced in corsets of snug-fitting programmes and definite directions, is set up to talk, talk, talk. School must be made interesting. The children must not be overworked.

There is a presumption at the start that the child has brains. It is safe, also, to assume that he has used that organ to some extent, and in more directions than one, before coming to school, and he must be compelled to use it again, and to

use it constantly. This presumption will enable the teacher to skip many of the methods and to lighten and shorten the work.—A. P. Marble in the *Pennsylvania School Journal*.

CODDLING CHILDREN.

When Solomon said, "Spare the rod and spoil the child," it is not likely he meant that unless a child is beaten regularly and frequently with the birch he would not grow up a credit to himself and his relations, any more than that the instrument used for the purposes of correction should at all times be a rod. The meaning is rather that unless judicious and adequate punishment is given the child who commits a disobedient act, a seed has been sown which will grow and multiply until the offender is spoiled for usefulness either in the home, church or state.

There are few advocates nowadays of the severe and oftentimes brutal methods of education in home and school a generation or so ago; yet the excessive leniency and indulgence so commonly extended at present from parent or guardian to child is not producing any better men or women, nor in many cases so good.

There is a happy medium between the two extremes and it is found in firm but kind discipline and work. Tasks not exceeding children's strength, mental or physical, should be given and care taken that the work is done by the child to whom it was given. Thus, and in no other way, are habits of industry formed without which no man or woman is a useful citizen.

Why should parents take all the burden of life and the growing sons and daughters be exempt? Let the son earn the money, or large parts of it at least, which is to pay his col-