

the development of the race, when there will be a close competition for the privilege of doing the work that will need to be done in the world; and a later stage, when there will be competition in the self-sacrifice of allowing others to do the needed work. But we have not yet reached the first of these stages. We are still willing to concede to others the privilege of doing all the work they wish, and we are not over anxious for the drudgery of work ourselves. As the world is at present constituted there is more work to be done than is agreeable. There is still a vital difference between work and play, and children may as well face the disagreeable truth early in their lives and be taught to act accordingly.

Teach work by your own example. Do not pretend that hard work is always agreeable; yet work, and work earnestly, because there is work to be done. Lay upon your pupils the duty of work. Banish the idea that the world owes any man a living till he has earned it,—or any woman. Teach the children that what one gets that he does not earn, another earns that he does not get. Teach them that idleness is sin, and that indolence is robbery. Show them that every human being is dependent upon others for all the means of physical and mental pleasure which he enjoys, and that no one is exempt from the duty of creating equal means of enjoyment for others, and that this involves work. Impel children to work by your example, by your precepts, and by a sense of duty. Have a time for play; but also have a time for work, and insist that neither trenches upon the rights of the other.

There is no greater fallacy of the age than this: that no child should work up to the fatigue point. Work that causes no fatigue is usually defective. It is either too short, or lacking in

vigour. Teach children the manliness of vigorous, energetic, efficient work. Teach them how to work,—how to study, how to read,—but teach them that work is that without which school life and all other life is a fraud upon the world.

Of course the work of the school is to be directed by the teacher. The pupil is to work while the teacher teaches. But he is to work when there is no teaching. There is, or ought to be, in every school, such an exercise as study. I am inclined to think that most of us teach too much and require too little independent study by the pupils. I have finally settled down to the practice, in my own school, of requiring as much study as teaching. Every hour's teaching is to be followed, or preceded, by an hour's study by the pupils. I think it would be well in all grades of schools to have a portion of time set apart for study, and then to have it regarded as a misdemeanour for the teacher to speak or stand during that time. No teacher can teach continuously, and no child can study well if constantly interrupted. During the study hour let dead silence reign. Work is one of the most efficient means for securing order and developing character in school.

3. Make the school attractive. The schoolroom should be pleasant,—neither too hot nor too cold, neither too light nor too dark. Have the seats and desks just high enough for comfort; if two sizes of seats will not secure this, use three or four. Adorn the walls with a few pictures. Keep a few green plants, not for analysis, but for beauty. See that the black-board is neat. Write beautifully and draw the same. Be attractive yourself. Dress well. Dress need not be expensive, but should be in good taste. It is wonderful that a bit of bright colour should give so much pleasure to a class of children. Grudge not