

important part in populating the hive, and the lazy man, as a rule, does not lack a healthy and numerous progeny.

And now that I have used the word "lazy," let us consider a moment whether a lazy boy is the same being as a boy without energy. Both do as little as possible. Both seem to hate to do even that. Both are active in mischief for "Satan finds some mischief still for idle hands to do." Both enjoy good appetites and sound bodies, and altogether there seems in both to be only one activity which neither cares to display, and that is the activity which we call work. We are forced then to the conclusion that laziness and lack of energy is the same disease under different names.

Has it ever been cured? It has at least been relieved. If the case is taken soon enough, we think a permanent and complete cure can be effected. The majority of lazy horses are those which are not broken until they are about six years old, also the majority of lazy boys are those whose attention is not directed to study until they are about seven or eight years of age.

For the last five years I have carefully considered in my pupils this matter of energy. Hardly a single instance has come under my observation of an indolent child who was taught to study his alphabet at three or four, and further, as a rule country parents begin to instruct their children at an earlier age than city and village parents. The result is that there are in our schools to-day more unambitious children from city, town and village homes than from the scenes of rustic industry. This apparently explains why the majority of our professional men are those who began their career on the farm.

But as we, in our secondary schools, do not get pupils in time to assure their attention to subjects for thought

at four years old, nothing remains for us but to do what we can to remedy any evil which may exist as the result of an unfortunate start. As far as I know, this matter has not been specially considered in works on pedagogy. While psychology does, to some extent, give a general and meagre treatment of the subject, the matter has never been sufficiently considered by either teachers or students in pedagogy. To my mind, this study of "How to Energize" is a "Missing Link" in pedagogical text-books. Whatever, therefore, can be learned on this matter can only be got from observation; and as my opportunities of observation have been somewhat narrow I may not yet have found anything worth giving. But I have learned some things, and will give them in the hope that some others may be inclined to do likewise for my benefit.

A few years ago, potato picking was a not uncommon occupation for me in the fall. Our potato patch was a three-cornered field and at one end the rows were necessarily short and gradually lengthened as we got farther down towards the base of the triangle. I remember well how much more energetic I was when picking the short rows, than when I came to the long ones. The reason, evidently, was that we could see the end from the beginning, and in a short time we would be at a new row. This principle is applied to my school work in this way. I make the rows short. That is, the lesson spaces are only thirty minutes long, thus, the pupils are made to feel there is no dragging out of a lesson. Everything goes with a snap. The scene changes and we are in a new lesson space. We can see the end from the beginning. The small bits are more easily chewed. The short lessons are more easily mastered and also more easily retained.