

To get children to do their duty, they must be put at it, and kept at it until habits of thinking and acting are formed and character is fixed. I have little sympathy with those who desire to substitute an education of interest for an education of effort, as interest cannot always be maintained at the bursting point and the child if left to himself is sure to run to waste; only effort can save him.

I am not speaking here of the extraordinary child whom we see now and then developing into strong manhood and womanhood under the most adverse circumstances, but of the ordinary child, who is just as lazy as he dares be and who will never form correct habits and build solid character unless wisely and firmly directed.

The present age, moreover, is an age of effort, work and labour. The activity of the school should therefore be directed towards a twofold task—the imparting of knowledge and the formation of a habit of unremitting, steady industry. No principle needs more thorough inculcation than this—"I will do what I ought to do." The gift of the school to the young should be not only skill in his work, but also love for labour and activity, if he is to find satisfaction and happiness in life. But here someone may say that too much is often expected of the teacher, that he cannot as a rule create habits of industry, application, and self-control—these must begin at home. Then again, quite a number of children will be slow—not to say dunces; and even the most competent and faithful instructors cannot properly train the majority of the rest, unless their efforts are vigorously and intelligently seconded by the home.

The following amusing anecdote is taken from the work of a recent writer on education and serves to illustrate how some parents would be willing to do their duty by their children, if they could only do so by the payment of money. An old farmer in Pennsylvania, having suddenly acquired a fortune by operations in the oil region, sent his two daughters to be educated at a boarding school. After a time he wrote the Principal a letter, enquiring about the progress of his children. "Nothing can be done for your daughters," replied the Principal, "they lack capacity." "Then buy capacity for them at any price," was his reply, "and send the bill to me." Though such an answer seems extremely absurd and ridiculous, yet it is hardly more so than are the remarks of many persons whose intelligence far exceeds that possessed by the Pennsylvania farmer. Such persons are often heard to say: "My boy's teacher lacks fact;" "He doesn't make the lesson attractive and interesting;" "He doesn't succeed in