

vigour. The strain of conducting a successful business in these days of savage competition, of push and rush, is very great, and it is not strange that so many give way under it. Race-horses are never long lived, we are told, though they may score some magnificent records on the sportsman's book. Power is not always the measure of endurance or vitality, and power lavishly wasted may be regarded as the measure of nothing but the rapid downward course to invalidism, helplessness or death.

NOISY SCHOOLROOMS.

We visited a schoolroom not long since where the noise that prevailed was a thing amazing. It was a composite noise, and hard to analyze; schoolroom rackets generally are. But as well as we could make out, it was made up thus:—

7 parts buzz of poorly suppressed voices.

1 part giggle, or half-smothered laughter.

2 parts clatter, moving books, opening and shutting desks, etc.

10 parts rustle, or restless, unnecessary movements.

Now, we know that children, unless paralyzed, must have about them an atmosphere which does not partake of the nature of "eternal silence." Nor is it either necessary or desirable that they should be frightened or quelled into absolute stillness. There is a hum of busy life that belongs to a schoolroom of right, and need be in no way complained of; but a *noisy* schoolroom is a thing abominable; and no teacher who seeks the good of his pupils, or properly estimates his own interest in their success, can afford to tolerate it. A noisy schoolroom has an element of vulgarity about it. Politely speaking, it lacks tone. It impresses a visitor very badly, even when the pupils appear

to be more profitably employed than those of the room to which we have alluded above. We have seen schools where there seemed to be a good deal of study going on, though with this intolerable accompaniment of perpetual noise. But we have noticed from continued observation that if the noise continued, the average amount of accomplished work decreased. The fact is, children cannot learn their lessons properly in a continual racket. Discipline is nowhere, and it will not be long before the teacher's professional standing will be as difficult to find.

A noisy schoolroom may be quieted by making a careful distinction between necessary and unnecessary noise. Whispering should be promptly vetoed, except under the most careful restrictions. Then the tendency to move noisily must be checked by giving the children some lessons in good breeding. A well-bred person always moves about quietly. And here let us remark that, when a teacher finds that his schoolroom is becoming so noisy as to interfere with proper discipline and diligent study, he would do well to look to himself, to note whether his own deportment is such as to influence his pupils to quiet behaviour. Does he move about with quiet dignity, and speak in tones modulated by the rules of gentle breeding? A true gentleman or lady could hardly endure that trial of patience and nerve—a noisy schoolroom.

TEACHING CHILDREN TO WORK.

One of the trials that thousands of teachers have to contend with in this free-and-easy country is the unwillingness of children to work. Not only are they reluctant to obey, but they do not want to work, and they *will not* work. They are not altogether to blame; many of them do not know how. It is one of the things that