

is, the longer the hours of school the better for the scholars, provided by school hours we do not mean simply hours of study, but hours of education and supervision.

This brings us face to face with the problem of where the dividing line between the duties of parents and teachers is to be drawn. Absolutely there is no such line. As far as children are concerned, teachers are a necessary evil, doing the work that in a perfect state of society ought to be the work of parents and the work of home. At present we find that one department of this work is being overdone by the teacher, and the remedy is simply to do less of that and more of something else.

The question comes up: If the duration of school hours is so desirable, should they not be lengthened? There are two reasons for answering emphatically in the negative. In the first place, it is a serious wrong to usurp the functions and lessen the responsibilities of the sacred institution of Home. Society may be too artificial, too much organised. Public schools should never become what boarding-schools now are—a dangerous interference with the natural and healthful relations of domestic life. And in the second place, even where the home is so far from what it ought to be that children are happier and safer at school, we must be honest. The public is not yet educated to proper appreciation of what the teacher does, and to equitable remuneration for the time he already spends in its service; it would hardly be willing to pay for more. It is wicked to defraud or oppress even ourselves. Justice is a virtue as well as generosity, and compelling the uncompensated teaching of morality would be rather inconsistent.

In connection with over-work there is a matter which must not be unnoticed. There obtains in some schools a system of well-named "imposition work," that is not merely an imposition but an outrage upon children who, it is admitted, are already over-burdened with study. If a duty has been wilfully neglected at its proper time, its performance in the scholar's spare time ought, of course, to be insisted upon as a point of honesty. If, say, a dictation lesson has not been prepared, there is a manifest advantage in requiring the writing out of the mis-spelled words a number of times. Such extra work is only right. But it is not right, because of some trifling act of misconduct, to require a child to write out several pages of a reading book, or perform some long, wearisome arithmetical calculation, in addition to his regular lessons. To compel a boy who has other school work in the evenings to sit writing at such an unmeaning task, with restless nerves, and tired hand, and aching head, when he ought to be at play or sleep, is as essentially and literally corporal punishment as in the much-condemned whipping that would be far less injurious to either body or mind. Apart from this, it is bad to develop in a child any feeling of a relation-