

they had seen. Thus one boy stepped forward, looked about for some object, took hold of a feather duster, and leaning on it, one end of it on the floor, he looked up with a set expression on his face. The class shouted "The man with the hoe!"

The next exercise was called "Rhythmic Movement." Ten children danced the Virginia Reel and eight children the Lancers.

Dr. Seddan then somewhat quaintly observes after the visitor had left, the rest of the day was given to the traditional subjects of the school. He also reminds his readers that this was a report of an actually observed morning.

While the illustration quoted above exhibits in rather a striking light the outcome of the doctrine that education should be made easy and inviting, I hope that no teacher present today may be ever misled so far as to believe that work of this kind is really educative. Remember that reactions usually overdo themselves and defeat their own purposes. It is not right that a child's school life should be all gall and wormwood, but neither is it right that it should be all cakes and ale. This world is not altogether a pleasant place to live in, nor can school be made a delightful pastime, or education wholly easy and agreeable. I feel no hesitation in saying as emphatically as I can that many of the modern notions in regard to the training of children are utterly false. Children cannot be brought up in the way they should go, simply by pleasing them. Pestalozzi, one of the revolutionists of the 18th century, was wiser than to think so. Speaking of always giving in tuition in the guise of amusement, he says: "I am convinced that such a notion will forever preclude solidity of knowledge, and from want of sufficient exertions on the part of the pupils, will lead to that very result which I wish to avoid by my principle of a constant employment of the thinking powers. A child must very early in life be taught the lesson that exertion is indispensable for the attainment of knowledge."

Listen also to the words of John Stuart Mill, the most acute thinker of his time: "A pupil from whom nothing is ever demanded which he cannot do, never does all he can. I do not believe that boys can be induced to apply themselves with vigor, and what is so much more difficult, perseverance, to dry and irksome studies by the sole force of persuasion and soft words. It is no doubt a very laudable effort in modern teaching to render as much as possible of what the young are required to learn, easy and interesting to them. But when this principle is pushed to the length of not requiring them to learn anything but what has been made easy and in-