

this knowledge, a teacher can more readily understand and meet the needs of the boys or girls with whom he is working. What formerly appeared to be problems will now be recognized as but another milestone reached, in the normal development of these lives.

There is one other thing which the teacher should keep in mind, namely, the fourfold development of the pupil,—physical, mental, social and spiritual. In the case of active boys and girls, approximately 82 per cent. of their activities are of a physical and social character. Religion to them is a positive quantity; it is a matter of every day life; if they cannot carry it with them into the ball game or the athletic meet, if they cannot associate it with the things they naturally want to do, then they do not want it. When we are fair with them, interest ourselves in their games and sports, their reading and studies, as well as the spiritual side of their life, and show them in a practical, substantial way that we are intensely interested in their all round development, we may look for a ready and enthusiastic response on their part.

Toronto

### Order in the Class

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Discipline, to many, is negative,—a not doing certain things, or formal and military,—obedience to rules and orders often for the sake of obedience. Order is sometimes thought of as stillness.

But by order in class neither of these things is meant, but school order is appropriate activity directed to a desired end, in short, the order of a factory or family or kindergarten at work. Failure to recognize this distinction has made teaching unpleasant to teachers and pupils alike. Several Primary teachers have been observed, when a child stood up or showed interest in any similar way, cautioning him to sit down and keep still. A superintendent of a certain mission School would sometimes, with glaring eyes, hush the School into silence for a moment, but for no purpose, and as soon as the superintendent's "spasm" was over, the School bounded back into noise and disorder. In expression, not in repression, lies the real

secret of good order. Study the kindergarten; contrast the happiness and enjoyment of participation there with the boredom and positive hardship of the "sit still" method. The one makes religion attractive, the other distasteful.

The direction of appropriate activity to a desired end recognizes an inherent principle in the development of stirring boys and troublesome girls, and solves many problems of management. Activity, wrongly directed, is the cause of most of the disorder seen in classes. Besides, to learn any character-forming, conduct-guiding truth most quickly, it must be connected with action; indeed, this is necessary to learn it adequately at all.

For the sake alike of order, of study and of character, opportunity should be provided for the expression of the pupil's concept of the truth in appropriate activity. Activity should be recognized as an essential part of the pupil's life, without which education formation is impossible. The teacher should work in harmony with this principle, use it, not ignore or fight it.

For the younger children there should be plenty of clear floor space where they may march and do exercises. Get them to help at the sand table, picture pasting, paper work. They, and all other classes, should have tables, crayons or pencils and paper. The effect on a little group around a table with pencils, paper and books and something to do, is magical. There should be some work for every day. If there is nothing else, class record books may be kept, written up by the pupils in turn.

Each pupil should also have some work. They may be asked to show their interpretation of the Lesson by pictures gathered from magazines and elsewhere, by their own drawing, by making a map day by day, or by tracing a journey in Bible times and now. Have home work. Let pupils take notes on reports and others bring from extra reading or investigation. The closer the teaching is kept to the pupils' everyday life, the easier purposeful acting in the class becomes, and what is not in close touch with the pupil's everyday life, is of little value.

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