

developed to take in household affairs. Some attempt, however, may be made. It may be pointed out, for instance, that, in a state, some men meet together in a council-chamber and are called councillors, and that of these some are called members, others ministers, others lawyers, and so forth.

20. (xix.) But it is of morals (ethics), in particular, that the foundations should be solidly laid, for to a well-educated youth we wish the practice of virtue to be second nature. For instance,

(1) Temperance should be practised by never overfilling the stomach, and by never taking more food than is necessary to appease hunger and thirst.

(2) Cleanliness should be practised at meals, and in the treatment of clothes, dolls, and toys.

(3) Reverence should be shown by the child to his superiors.

(4) Obedience to both commands and prohibitions should always be willing and prompt.

(5) Truth should always be religiously observed. Falsehood and deceit should never be permitted, whether in jest or in earnest (for jests of this kind may degenerate into a serious evil).

(6) They will learn justice if they never touch, take, keep, or hide anything that belongs to any one else, if they annoy no one, and envy no one.

(7) It is of greater importance that they learn to practise charity, so that they may be ready to give alms to those whom need compels to ask for them. For love is the especial virtue of Christians. Christ bids us practise it; and, now that the world is growing aged and cold, it is greatly to the interest of the Church to kindle in men's hearts the flame of love.

(8) Children should also be taught to occupy themselves continually, either with work or with play, so that idleness may become intolerable to them.

(9) They should be taught to speak but little and to refrain from saying all that rises to their lips, nay, even to

maintain absolute silence when the occasion demands it; that is to say, when others are speaking, when any distinguished person is present, and when the circumstances demand silence.

(10) It is also important that they learn patience in infancy, since this will be of use to them throughout their whole lives. In this way the passions may be subdued before they acquire strength, while reason, and not impulse, will gain the upper hand.

(11) Politeness and readiness to help others is a great ornament of youth, and, indeed, of every age. This also should be learned in the first six years, that our youths may lose no opportunity of rendering services to those whom they meet.

(12) Nor must we omit to train them in good manners, that they may do nothing stupidly or boorishly. To this end they should learn the manners of polite society; such as how to shake hands, how to make a modest request when they want anything, and how to bend the knee and kiss the hand gracefully when returning thanks for a kindness.

21. (xx.) Finally, by the time they are six years old, boys should have made considerable progress in religion and piety; that is to say, they should have learned the heads of the Catechism and the principles of Christianity, and should understand these and live up to them as far as their age permits. Thus, by realising that the Deity is ever present, by seeing God around them, and by fearing Him as the just avenger of the wicked, they will be prevented from committing any sinful act; while by loving, reverencing, and praising in Him the just recompenser of the righteous, and by seeking for His compassion in life and in death, they will be led to omit no righteous act that they think may please Him, will acquire the habit of living as if they were in God's presence, and (as the Scripture saith) will walk with God.

22. We shall thus be able to apply to Christian children the words that the Evangelist uses of Christ Himself:

"He advanced in wisdom and stature, and in favour with God and men" (Luke ii. 52).

23. We have now described the limits and the tasks of the Mother-School.²³ It is impossible to give a more detailed account, or a time-table stating how much work should be done in each year, month, and day (as is both possible and desirable in the Vernacular-School and in the Latin-School), for two reasons: firstly, because it is not possible for parents, who have their household duties to occupy them, to proceed as methodically as a schoolmaster can, whose sole occupation is to instruct youth; secondly, because, in respect of intellect and teachableness, some children develop much sooner than others. Some children of two years old can speak with ease, and display great intelligence, while others are scarcely equal to them when five years old. With this early education, therefore, all detail must be left to the prudence of the parent.

24. Assistance, however, may be given in two ways. In the first place, a hand-book should be written for parents and nurses, that they may have their duties in black and white before their eyes. This hand-book should contain a brief description of the various subjects in which the children should be educated, and should state the occasions that are most suitable for each, and with what words and what gestures it is best to instil them. Such a book with the title, "Informatory of the Mother-School," has still to be written by me.

25. The other aid to study in the Mother-School is a picture-book which should be put straight into the child's hands. At this age instruction should mainly be carried on through the medium of sense-perception, and, as sight is the chiefest of the senses, our object will be attained if we give the children pictures of the most important objects in physics, optics, astronomy, geometry, etc., and these may be arranged in the order of the subjects of knowledge that we have just sketched. In this book should be depicted mountains, valleys, trees, birds, fishes, horses, oxen, sheep, and men of varied age and height. Light and darkness

also should be represented, as well as the heavens with the sun, moon, stars, and clouds, while to these the principal colours should be added. Articles connected with the house and the workshop, such as pots, plates, hammers, pincers, etc., should not be omitted. State functionaries should be represented; the king with his sceptre and crown, the soldier with his arms, the husbandman with his plough, the waggoner with his waggon, and the post-cart going at full speed; while over each picture should be written the name of the object that it represents, as "house," "ox," "dog," "tree," etc.

26. This picture-book will be of use in three ways: (1) It will assist objects to make an impression on the mind, as we have already pointed out. (2) It will accustom the little ones to the idea that pleasure is to be derived from books. (3) It will aid them in learning to read. For, since the name of each object is written above the picture that represents it, the first steps in reading may thus be made.