

Now a word about uniform. Get one made and don't worry about the rest. I never ask them to get them. We use a polo cap of scarlet flannel with rows of black ribbon and a tassel. A blouse of the same color made in sailor pattern with collar and cuffs in black. The skirt of black comes to within about seven or eight inches from the floor. No corsets are allowed during practice, and I fear or hope that many of our cadets will permanently discard these straight-jackets for some of the many health waists which can so well take their place.

In conclusion. Light gymnastics in school meet a craving for action in the child's physical nature, brighten and freshen his mind, are a sure and pleasant means of discipline, produce an easy and graceful manner and carriage, an erect and healthy body, and not least, inspire in him a relish for school and its accompaniments, by creating a healthy and vigorous mind in a sound and vigorous body. He is laying the foundation of a splendid manhood at the same time that he is gaining grace and skill. He is laying up for himself a store of health that he can draw upon when the days for free gymnastics are over. And the teacher is sowing the seed of a future reward in the knowledge that she has the love and veneration which the healthy man or woman always feels towards the careful and loving trainer of his youth.

## THE POSITION OF THE PRACTICAL EDUCATIONISTS WHO ADVOCATE THE INTRODUCTION OF A NEW BRANCH OF STUDY.

It would be difficult to find a clearer enunciation of the position of those who would change the school curriculum here and elsewhere in a practical direction, as they call it, than in the following which appears in the last issue of the *Teacher* under the heading "The Significance of a new Branch"; and since, as we have already said, there can be no healthful discussion of the educational problem in our province unless all the facts of the case are brought up for review, we give the article in its original form. It reads as follows:—

"In the average public school," said Sergeant Dunn a few days ago, "not one pupil in ten thousand can tell why we have an easterly or a southerly, or a northerly, or a westerly wind. Not one in ten thousand can tell why we have a high barometer or can tell what a high barometer is or can tell what a low pressure is. They don't know when a storm develops or how