

should cultivate the pupil's physical powers to relieve the weariness caused by sitting too long, to prevent deformity from the same cause, to promote physical endurance, and to develop grace of figure and dignity of bearing. It was a very good thing to get dancing lessons to give one full power over the limbs and acquire gracefulness of motion, but very often one also got levity of bearing which too frequently produced levity of character. It was a shame that the dancing school should be considered a necessity. Drill would serve the same purpose, for dancing only gave superficiality and levity, while drill gave solidity, definiteness and precision of character. He also advocated the sublime oratory of gestures, and said that appropriate gestures gave more expression than the voice. He also urged the training of the hand, in order to give the fingers greater flexibility. He favored no particular trade, for that would influence the boys towards it, and this the school had no right to do. Besides the girls could not learn a trade. The hand was the most important instrument in executing the purpose of the will, and the training of it should be done when the child is from five to seven years of age, just the time when we were blunting their mental faculties by over study and giving them a dislike for school. We should not confine needle work to girls, for it was the boys who needed hand training the most. It was impossible for pupils to work sixty minutes in an hour, and the attempt to do it would result in depriving them of some of their speed in study. Five minutes in every hour should be given to rest, and the best kind of rest would be hand training of some kind. The teacher should communicate knowledge, but not weaken the desire or power of the pupil to acquire it for himself. He should teach the child to climb up the hill of knowledge and not carry him up. The old plan of whipping him up would be preferable to that. One of the most remarkable gifts God had given to children was the power to solve the problems around them. They solved thousands for themselves and only brought to us the few they could not solve; but at school this natural order was reversed, for the teacher brought the problems to the child. Thus it was that the child lost the power of recognizing problems. Moral training was the most important part of educational work. If a pupil consciously violates the laws of the