

on the mind and mind acts on body ; that no bodily change can occur without modifying the mental states and the flow of ideas, and likewise that the mental states in their ceaseless change continually modify the bodily functions in their exercise. Putting the two principles together, viz., the principle of habit and that of the reciprocal relations that obtain between mind and body, can we not see that the repetition of physical postures and movements has the power to modify and reorganize the shape of the body, and also to inhibit or accelerate the flow of ideas ?

—INTEREST is the natural and appropriate means leading to learning ; and since interest is the appropriate and necessary motive for real and effective study, it becomes a duty to develop interest. The primary condition of arousing interest is a well-nourished, vigorous brain. There is little use trying to develop a strong, healthy interest in anyone whose physical processes are feeble or deranged. We must not demand a steady, constant flow of interest. If we would call for strong, earnest action, we must give place to relaxation. The teacher who requires his pupil to be at his best all the time, never gets the best out of him at any time. Give your pupils that to learn which will fit them. What they ought to learn depends on what they are prepared to do and to feel, as well as on the intrinsic value of the matter. Interest is contagious. Cultivate in yourself sympathetic interest. Manifest your interest in your pupils freely and warmly. Be sincerely interested in their efforts. Show them how you wish them to succeed. When a pupil has struggled bravely with his little task and has accomplished it, do not mind if an exclamation of sympathetic joy escapes you. "Well done, my boy !" uttered in a really triumphant tone, has sent the blood thrilling through many a boy's veins and made his heart throb with a bounding joy.—*W. E. Wilson.*

—IN looking through a series of examination papers on the various school subjects, in the May number of the *Journal de l'Instruction Publique*, the headings of two of the papers attracted our attention. We are convinced that the underlying principle in them is sound ; and we have no doubt that these "subjects" might be incidentally introduced into our school curriculum with much advantage. The first paper, for which one-half hour is allotted, is on "Epistolary Art" ; and the questions are :