

groups of individuals. For instance, a teacher tells a boy that at ten o'clock he will call him to the front. At the appointed time the teacher says "John Jones, rise, forward;" you will readily admit that, without any special effort, the boy can quite quickly and quietly obey. Now, instead of this individual let us substitute a class; thus, "Fourth class, rise, forward:" if each individual respond as readily as John Jones the whole class will be at its place as quickly as if it were composed of one pupil. Each pupil knows from the time table the exact time when his class will be called as accurately as if he had been told to be ready at ten o'clock.

(b) It is *Elevating*. Pupils take pride in doing things well. Simultaneous movements in a class or in the whole school have a particular charm for them. Care should be taken to have the movements of a graceful nature and they should be taught to consider themselves ladies and gentlemen in miniature. Teach them to regard the school-room as a place of refinement, free from rudeness or boisterousness like their parlors at home. A quiet and respectful demeanor in the school-room, during noon and recess; the control of their voice in conversation, not raising it higher than they would at home at the meal or by the fireside, have a tendency to create a self-respect that is certainly elevating. The boy who is trained to go through a simple drill before advancing to his class, or retiring to his seat, to place his slate, book, or hands in a certain position, to refrain from turning round on the entrance of a visitor or a late pupil, to respectfully salute those whom he may meet on the way, to civilly ask a ride before getting on a passing waggon, will have implanted within him a courtesy and a refinement of character, which will prevent him from boisterously, rudely, or awkwardly entering

a public meeting, his own home or his neighbor's house; he will enter society with greater ease, will not have his attention attracted to the door during the delivery of a sermon or an address. The pupil who is required to refrain from whispering during study hours will very likely listen in silence to discussions at a public meeting, in short, will acquire a culture and a refinement which book-knowledge alone will not impart. Did not the introduction of military drill into the Collegiate Institute of this city, the formation of a company, the prompt obedience required, the uniformity of dress and movements, inspire the pupils with a worthy ambition, a desire to excel, a manly self-respect, of a dignified and elevating nature?

(c) It is *Enduring* in its effects. The minds of children are easily impressed. Not only are impressions more easily made but they are longer retained. The scenes and associations of the school-room have a powerful influence on pupils' minds in after life. The orderly movements, the habits of punctuality, promptness and accuracy acquired, would influence to a very great extent their after career. Children are imitative beings and they intuitively receive impressions which are never obliterated. The school is a kingdom in miniature, and the training to which pupils are subjected, if it be proper training, will make them better citizens, will teach them to submit willingly to the civil authority, will enable them to exercise self-control, and overcome difficulties, when they arrive at maturity, much more easily. Some persons whose means are ample prefer to have their children educated privately. Now the additional progress which they may make is not equivalent in point of usefulness to the training they would receive in a well-organized school. The pupil who has received proper discipline in his school days, who has profited by meeting in class-