

headache." No weather predictions could prove more true than does such a prophecy in hundreds of families in our cities. Notwithstanding all the discussions upon the subject, and in spite of all the discoveries of advanced science, school-rooms, both public and private, are most imperfectly ventilated and unsuitably heated; they are either too hot and close, or a draught of cold air pours down upon the pupils. In utter defiance of all that common sense and physiology teach, parents continue to regard an honorary diploma as the ultimatum of education, and to urge on their sons and daughters to obtain it. "Only so many years can you go to school," is the spirit if not the letter of the instruction constantly given by scores of parents, "and you must go through all these studies. You have no time to waste." The teachers are often in combination with these parents to bring about the desired end; the course is marked out with reference to rapid, continuous study, and incitements of various kinds, in the form of marks, prizes, honor rolls, etc., are placed before the pupils to stimulate them. It is true there are some teachers who see the evils of our school system, and would modify it, but the parent interferes, with the remonstrance that his child "has been attending school so long, and must be promoted." Or a parent justly demands that his child shall not be overtaxed, and the result is that, although as capable as the average, she ranks behind her class because she does not take all the studies, and the fancied dishonor disturbs her mind. Strange, indeed, it is that in this age of progress the training and education of young girls and boys should not be better understood. The long confinement in close rooms, the short noon recess and hastily eaten lunch, the nervous restlessness for which they are so unjustly blamed, the pale or the unnaturally flushed faces, long lessons to be learned out of school hours, weary headaches and disturbed sleep—from such things the children suffer. Their elastic spirits are broken, their health is imperilled, they are old before their time. When we see these worn and weary-looking little men and women, Mrs. Browning's lines, written in view of still sadder cases, come to mind:

"For oh," say the children, "we are weary,
And we can not run or leap—
If we cared for any meadows, it were merely
To drop down in them and sleep."

Is there a good time coming, when parents and teachers shall combine to educate children with as much regard to healthful physical, as to high mental, development? when plenty of fresh air and frequent intermissions shall be deemed essential during study hours? when it shall be considered as important to keep a child in happy healthful spirits during every day of the school term as to show each day a record of perfect lessons? when it shall be understood that *healthy* children, properly taught, seldom need any other mental stimulus than their own natural and eager desire to learn new things? There is too little child life in this age; too little natural buoyancy of spirits among pale-faced students; too long a list of deaths among the young each year; too many who expend all their energy and vitality before they reach adult age. Have not our educational systems something to do in this matter?—*Exchange*.

Education for Girls.

The Boston School Board has decided that hereafter girls shall not be admitted to the High School until they are fifteen years of age. Heretofore they have been admitted

whenever prepared by scholarship, and the result has been that bright and precocious girls have been stimulated to undue effort, and the forcing process, which, unfortunately, is neither confined to them, nor to Boston, has proved injurious to health and future acquisition. This is a step in the right direction. It should be followed by a reduction of the number of lessons imposed, either by rule or by competition, upon school children. There is a good deal too much of shallow ploughing in this regard and it is far from certain that the fertility of the soil is always adapted, under any treatment, to the crops attempted to be raised. Our public schools are an outgrowth of a very decided conviction in the public mind of their necessity and value, as affording the means of free and universal education in the common English branches. On this primary idea has been engrafted others until it is now gravely argued that it is the duty of the State to give its girls a chance at, it would be absurd to say knowledge of, music, the ancient and modern languages, all the science and the graces of the ball room; and every boy a collegiate education; and it seems to be supposed that all this is to be attained the best, the soonest, and that there is nothing in the human constitution which prohibits an entire devotion to study and nothing in the limitations of life which argues a different preparation for different pursuits.—*Providence Journal*.

Newspapers as Educators.

A schoolteacher who has been engaged for a long time in his profession, and witnessed the influence of newspapers on the mind of a family of children, writes as follows:—

I have found it a universal fact, without exception, that those scholars of both sexes, and all ages, who have access to the newspapers at home, when compared with those who have not, are

1. Better readers, excellent in pronunciation, and consequently read more understandingly.

2. They are better spellers, and define words with ease and accuracy.

3. They obtain a practical knowledge of geography in about half the time it requires others, as the newspapers have made them acquainted with the location of the important places of nations, their government, and doings on the globe.

4. They are better grammarians; for having become so familiar with every variety of style in the newspapers, from the common-place advertisement to the finished classical oration of the statesman, they more readily comprehend the meaning of the text, and consequently analyze its construction with more accuracy.

5. They write better compositions, using better language, containing more thoughts, more clearly and more connectedly expressed.

6. Those young men who have for years been readers of the newspapers, are always taking the lead in the debating societies, exhibiting a more extensive knowledge upon a greater variety of subjects, and expressing their views with greater fluency, clearness and correctness.—*Exchange*.

The Leisure Time of Boys.

Every father of a family knows that there is a time in the life of his sons that gives him much trouble and some anxiety. We allude to the period of boyhood, when