

sea, cricket match, boat race, battle scene, holiday excursions, &c. The teacher can thus allow full scope to individual taste and talent, and can help the backward,—but let him beware of compelling his pupils to write a theme nicely cut up and dissected into so many dry morsels, labelled with equally dry names, and thus attempt to force every boy to think alike and in a regular order.

The higher style of composition may now be safely entered upon by the more advanced pupils, to whom the master may give critical or parallel biographies; historical, imaginative, or other themes, which require a fairly cultivated mind and taste, and powers of nice discrimination. In these higher subjects he will find it almost indispensable to have at his command a fair school library, to which he can refer the pupils for consultation or preliminary reading. Let them have full time to digest what they read, so that their thoughts may not be mere crude repetitions of the ideas of others.

Such is a rough outline of the manner in which we conceive English Composition may be taught. The judicious teacher may also avail himself of other means to aid the pupils in acquiring that art. Thus, by

making it a rule, at least in the junior classes, to admit no answer which does not contain a clearly expressed definite proposition,—by teaching history not so much by questioning as by demanding an oral or written account of a particular lesson or subject,—by requiring in the classics a full, good English (not Latin-English) translation of every passage, instead of allowing both languages to be murdered piecemeal by that curious grammatical hybrid termed "*construing*," by causing the pupils themselves to comment on and recite choice pieces of our best authors; by avoiding the pernicious habit of correcting pages of bad grammar, which is one of the surest methods of teaching a boy bad grammar, by familiarizing him with it; by instituting among the senior pupils a carefully conducted debating society; by these and such similar appliances as will occur to every one who has studied the philosophy of the human mind, in connection with instruction, the art of English Composition can be easily and pleasantly acquired, and a good mental training be at the same time secured. In conclusion, we would draw the particular attention of every teacher to the orthography of his pupils, and the necessity of curtailing their spasmodic effusions.

Physical Development in America.

For eighty years we have existed as an independent power among the nations, asserting by brain force and nervous skill our equality with the older races from which we sprang, and doing credit to the Teuton and Celtic tribes (who were our originators), in point of intellectual power and vigorous thought. This statement is one which we believe will be acknowledged by the most prejudiced commentator on our social system. But while we proudly indite such a fact, we are also compelled to acknowledge that we have deteriorated

in physical development. The causes of this deterioration have been a consequence of our independence; for to prove that we were capable of doing what in the revolutionary days we said we could achieve, it was requisite that for a time we should forget our personal materiality, and think only how best to use the "dweller in the temple," regardless of the temple itself. Having now, however, proved the position that our forefathers assumed and being able to keep it with the exercise of an ordinary amount of brain force, it is necessary that we