

who have taught them subsequently have testified. The result of the ordinary course is that the pupils are disgusted and worn out with a tedious effort to master a science far beyond their comprehension before they reach an age when they might with propriety and zeal begin the study of a new and interesting branch of knowledge.

It was with pleasure not unmingled with pride that I heard a lady remark: "Those children speak so correctly; they are taught grammar." Doubtless they were; but the only books on grammar used in my school-room belonged to the two girls who seldom uttered a grammatical sentence.

They petitioned to enter the small class and were of course received; a little girl of eight years corrected them both during the first ten minutes, and they went blushing to the foot of the class. The brightest one did improve to some extent, but they were ruined as grammarians too early in life for the errors of their education to be repaired. They could answer the questions set down in their books, and one of them knew all the rules and definitions "by heart;" but the twin will go on murdering the King's English to the end of their days.

In considering the merits of this plan the reader will please bear in mind its manifold advantages. Besides forcing a habit of grammatical expression, it imparts information upon a variety of subjects; it assists thought, exercises the memory, and strengthens the perceptive faculties by a system which requires constant observation in reading and conversation.

The plan is likewise a pleasant one. Those little girls and boys frequently returned to the school-room saying, "Please let us have a reading instead of recess to-day;" or, "If we are good to-day may we have two readings?" It is my belief that an average mind is not only unprepared for but injured by the regular and ordinary course of grammar as taught in books, if begun before the student is at least thirteen years of age. As a science it should never be included in the primary course, according to my humble opinion, which has been strengthened by this experiment. May I not ask for my plan at least a trial.

PHYSICAL EDUCATION.

THERE is no subject of more vital interest to the public than the cultivation of the physical powers. The physical constitution is the foundation of man. It determines the intellectual capacity and strengthens the moral sentiments. It is the fundamental condition of energy, endurance, and all those elements that enter into business pursuits. Labor is the consequence of a sound, vigorous constitution. Intellectual and manual labor are promoted by the full development of the bodily powers. Labor and learning should toil together to lay the foundation of their future progress. Statesmen and philosophers owe their distinction to cultivation in youth and gradual development in manhood of those physical powers that warmed and nurtured the intellect, and laid the foundation of their future greatness. Youth is the time to build up the frame to stand the wear and tear of age. The first stone is the corner of the arch, the covenant of safety. Let us lay the foundation upon a rock, that the breakers of time may not wash away the quicksands of a feeble constitution.

The question meets us at the threshold, How are youth and middle age to cultivate longevity or develop the vital forces that create muscular power to lay the foundation of intellectual improvement and physical energy? They must exercise in the pure air of heaven, warmed by the genial rays of the sun. Action is natural endowment. Every organ is increased by appropriate exertion. "Whatever thy hands find to do, do it with all thy might." Exercise is a legal tender in the law of nature. What is bred in the bone must come out in the flesh. Athletes have resorted to the lifting exercise to acquire strength to raise heavy weights. The blacksmith's right arm is larger and stronger than the left arm, from using the hammer. The sailor has strong hands and powerful arms, from climbing ropes.

Eminent men, distinguished civilians, illustrious heroes and statesmen, have nearly all been accustomed to perform labor, or addicted to a life of violent exercise in early youth. In after-years they have not neglected this guardian of health, but have substituted athletic exercises of some other kind for the tools of the farm, the plane, or the anvil. It required ten months of appropriate exercise to get admitted to the Olympian games.

In ancient times, heirs of the throne, even kings and their subjects, competed for victory in the boldest efforts of physical courage, strength, and activity. They contended in wrestling, running, leaping, and boxing. They mounted the rostrum to contend for the literary honors of victory. These debates comprised the fine arts, poetry, and eloquence. The highest re-

wards of victory was the olive-branch, that crowned the conqueror in debate. It was the simple wreath that the champions of old consecrated their eloquence to achieve. Giant intellects won here their first laurels. They became as renowned for physical prowess as they were afterwards celebrated for their learning. These public exhibitions were inaugurated as a stimulus to courage and virtue. Plato, the most gifted Athenian philosopher, interspersed gymnastic exercises with his studies, to form, perfect, and invigorate the body. The precepts of that philosopher were the teachings of science, that enlightened the dark ages, and ameliorated the condition of the Old World. His teachings became the admiration of the learned, and have met the approval of mankind.

Education is the fruit of great men teaching by example. Size, other things being equal, measures muscular power. The weight of the body by no means measures the intellectual power of the mind, but there is a sympathetic force that forms an equilibrium between physical and mental power that supports both body and mind. If the body is not well developed, the mind will exhaust the physical structure, and cause premature decay.

Napoleon the First was a short man, with a remarkably full developed body to give force to a mind fruitful of inventions. He possessed an acute foresight, with rare mechanical ingenuity, to solve the fate of an army by mental perception of the situation upon the battle-field. He was undoubtedly the most formidable engineer in artillery duels known to modern history. Webster was a large man in bodily stature, with a giant intellect and ample physical development. Here we have all the elements of greatness, physical and mental combined. His logic was irresistible; his opponents in debate were totally annihilated by the force and effect of his irresistible conclusions. He rose to the occasion as if inspired with eloquence to awe Senates. Statesmen crouched beneath the broad shadow of his intellect, and legislatures were controlled by his genius and erudition.

John Quincy Adams and Thomas H. Henton, who performed more literary labor than almost any other two men of their day, took their daily exercise as the sun rose.

It is a violation of the law of nature to be shut up in the house at sedentary employment, breathing the diluted air without basking in the sunshine or shower. All who disobey the laws of health must pay the penalty. Mental labor, without being interspersed with physical exertion, will enervate the body and mind. Action appears to be written upon every muscle and ligament of the human body. Motion is the great law of the universe. The earth and heavenly bodies are in perpetual motion. The precedent is worthy of mortals to follow. All the inventions in art or the discoveries of science imply action. The discovery of steam required labor and skill to apply it to practical pursuits. The railroad must have its engineers, and the telegraph its operators. Nothing is made in vain. The wisdom of Providence has made it a condition of health that man shall use all the muscular power with which he was created for the generous purpose of improving the moral sentiments and intellectual faculties so bountifully bestowed upon him.—*Turf, Field, and Farm.*

TEACHERS' EXAMINATION, MARCH, 1872.

STATION.	No. Candidates examined for Grade.					Total No. examined.	No. Candidates granted license of Grade.					Total No. received license.	Total No. failed to receive grades.
	A	B	C	D	E		A	B	C	D	E		
Amherst.....	3	24	6			33		5	1	10	16	17	
Antigonish.....	10	12	11	1		34	2	4	6	3	15	19	
Baddeck.....	10	13	6			29	5	3	2	1	11	13	
Bridgetown.....	3	23	3			29	1	3	5	9	20		
Digby.....	1	5	5			11		1	2	3	8		
Guysborough.....		13	10			23		4	5	9	14		
Halifax.....	2	27	35	3		67	1	5	7	17	30	37	
Kentville.....	2					2					2		
Liverpool.....		10	4			14		1	2	2	5	9	
Lunenburg.....	2	5	9	5		21		1	5	2	8	13	
New Glasgow.....	3	16	11	1		31		1	3	6	16	15	
Normal School.....	12	32				44	8	6	17	9	40	4	
Pictou.....	1	11	13	15	1	41	4	3	8	9	24	17	
Port Hood.....	1	4	11	9	4	29	1	5	2		8	21	
Shelburne.....		4	8	1		13				3	3	10	
Sherbrooke.....		6	1	2		9			1		1	8	
Tangier.....	1	1	4	1		7			1		1	6	
Tatamagouche.....	1	16	19	3		39		6	5	1	11	28	
Truro.....	3	17	20	2		42		3	1	6	10	32	
Yarmouth.....		9	9			18		1	1	6	8	10	
TOTAL.....	4	66	257	185	24	536	3	21	41	74	94	233	303

In consequence of the storm, the examination at Arichat, Sydney, Margaree, Windsor, and Kentville, failed. The papers reached Kentville in time for the examination of Candidates for Grade A.