

The Health of School Children.

It is a difficult task for a teacher to take a poorly fed, poorly nourished child through any grade of school in the same time that a strong, well-nourished child goes through, the standing of each being equal at the beginning, and yet that is just what is expected of teachers by many unenlightened parents.

If parents expect teachers to crowd their children on through the grades when their physical and mental capacity is lessened by their own careless habits regarding the laws of hygiene, they should be informed that it will be at their own expense, or rather at the expense of their child's health.

The latest methods of teaching make heavy drafts upon the child's powers of observation. The spirit of competition also enters largely into every child, whether fostered by the teacher or by others. This also makes drafts upon his strength, especially if he is an ambitious, nervous child. It is of the highest importance, therefore, that the child shall enter school in a normal state of health and that this condition shall be maintained by carefully observing all the laws of health in the schoolroom and at home. This can be accomplished only by co-operation of parents and teachers.—*Life and Health.*

The following are busy work plans that have been used successfully:

Write the names of five objects that are round, five that are square, five that are triangular, etc.

Use *hear* and *here* correctly in sentences. Practise on these until pupils use them without difficulty.

Write ten sentences in which at least one of the following words is used: *to*, *too*, *two*, and practise or writing these words until pupils use them correctly.

Make new words by prefixing syllables to words selected by the teacher, for example, *re* to such words as *call*, *gain*, *pay*, etc.—*Selected.*

As to ciphering, most educational experts have become convinced that the amount of arithmetic which an educated person, who is not some sort of computer, needs to make use of is but small, and that real education should not be delayed or impaired for the sake of acquiring skill in ciphering which will be of little use either to the child or to the adult.—*President Eliot.*

For Friday Afternoons.

An interesting puzzle does not come amiss to end the Friday afternoon exercises. The answers to the following, which will be given in the February REVIEW, are made up of names of parts of the human body.

A most eccentric yet interesting man was Bishop Brooks, of Brookville; although not a large or strong man, wherever he went, night or day, he was always either accompanied by or carrying—

1. Two playful animals
2. A number of small animals of a less tame breed.
3. A member of the deer family.
4. A number of whips without handles.
5. Some weapons of warfare.
6. The steps of a hotel.
7. The house of representatives when a vote is taken.
8. Some Spanish grandees to wait upon him.
9. Two places of worship.
10. Two scholars.
11. What Napoleon wished to leave his son.
12. Two coverings of kettles.
13. Two musical instruments.
14. Two established measures.
15. Two coverings for the head.
16. Several articles that a carpenter cannot do without.
17. A couple of fish.
18. A number of shell-fish.
19. Two lofty trees.
20. Two kinds of flowers.

A New Year's Game.

Line up, every boy and girl of you, on one side of the room, and each take the name of a month in order, from January to December. If there are not twelve of you, then take the months' names as far as they will go; and when your leader stands up in front of you and points her finger at a child and says, "Happy New Year, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10!" The boy or girl must answer. "March, March, March!" (if that is her name) before the "ten" is said; only you must not laugh. That is where the fun comes in, because you know you will laugh when you try hard not to.

Try it, and see, and remember if you smile, or forget to say the name of your month three times, you must face the line and point your finger at some other month and make her laugh.—*The January Delineator.*