

"HALT."—Lower the body to the position of "Attention."

"ABOUT TURN."—Pupils are now standing round the bath with their backs to the wall.

"READY."	} Movements similar to those described in Arm Drill on land. Hands to be 2 or 3 inches below the surface of the water.
"ONE."	
"TWO."	
"THREE."	
"CONTINUE."	
"STEADY."	
"ATTENTION."	

The "BREATHING EXERCISE" should be practised with the Arm Drill in the water.

PRACTICE IN SWIMMING.

In order that the pupil may apply the drills when learnt to actual swimming, the following methods may be adopted :

1. THE MONITORIAL SYSTEM.—

Let your best swimmers take charge of three or four hopeful starters, and give ten or fifteen minutes' individual attention to them each lesson—supporting them, correcting errors, and practising the weak strokes. A list of new swimmers placed in a prominent place in the schools, with the names of the monitors who taught them, will be found a strong incentive to pupils and monitors.

2. THE SLING AND ROPE; THE SLING AND POLE.—Both of these aids will be found to be very useful for the practice of the simultaneous movement of legs and arms. Errors may be detected and corrected, and, by gradually lessening the amount of support, the pupil may be led to support himself and make progress independent of the rope or pole.

3. THE PLANK.—A stout plank three or four inches thick, capable of taking six or eight pupils extended along one side, should be placed in the water. The teacher tells off six or eight pupils, who, with arms

fully extended, place their hands upon the plank, and raise their bodies to the horizontal position. The teacher then counts "one," "two," "three," and the pupils go through the leg movements. The value of this aid lies in the fact that the pupils find that their bodies and the plank immediately begin to make progress, without any assistance from rope or pole.

AN ADVISORY COUNCIL.

To the Editor of the Weekly Sun :

SIR,—The reassembling of our Public Schools draws attention to educational subjects, and it will not be out of season to revive the question of instituting an advisory council for the guidance of the Minister of Education. I may plead as my warrant for speaking not only a long connection with the educational profession, but my former position as the elected representative of the Public School teachers on the Council of Public Instruction.

Education is a subject different from the ordinary matters of administration. It calls for professional knowledge and experience, such as we can never be sure of finding in the politician who may happen, by the chances of party, to be assigned his billet in this office, and whose policy may be as fleeting as his tenure. It is especially apt to suffer from bureaucracy. The profession, moreover, needs somebody to represent it, some tribunal to which it can look up for the protection of its character and rights, other than the autocracy, practically sheltered from publicity, and uncontrolled, under which it is at present placed. From the intervention of the Legislature, the members of which pay little attention to such questions, and in which the profession has no independent spokesman, not much