

ished, and I was very sorry to see it. Oh, what a stock of sprightliness and of fresh, lung-expanding air the pupil can lay in during that ten minutes to carry him through the work of the next hour, and if the teacher can only set aside his dignity for that ten minutes, and mingle in the sports of the boys, it does him good, both in himself and with his boys, for the latter, without losing their respect, find out that the master really has interests in common with them, and was once a boy himself.

In regard to

MENTAL REST AND EXERCISE,

you have more than once listened to your old and eloquent friend Dr. Workman: that is enough said—except this, that I have always less fear of allowing children to occupy and amuse themselves with letters and slate-pencils at their own sweet pleasure, even though it be at an early age, than I have of burdening them with a confusing multitude of studies and long tasks after the commencement of what would be called by some the legitimate school age.

You have in your midst too many warm advocates of the further extension of the Kindergarten system to need that I should speak of the part it plays in the interchange and combination of mental and physical exercise, rest and recreation.

I believe that

DEFECTS IN VISION AND HEARING

often get our school children into trouble, whilst, on the other hand, disregard of physiological principles in our schools has much to do with producing such conditions. These, however, have lately been considered in various quarters, as also has the effect which ill-made seats have in producing stooping, contracted chests, and even spinal curvature.

It may be thought by some that the

teacher—at any rate, the male teacher—has not much to do with the subject of dress. Perhaps this is true, except in one particular, which I shall mention in order to put teachers on their guard. I have seen children very ill, and one at least nearly lose his life, from being caught in a storm and obliged to sit in wet clothes. Sometimes, too, the thoughtless chicks may have been indulging in a good wading time in a neighbouring creek, in order to test a new pair of boots. Will the kindly teacher think it too much trouble to save his or her little pupil's life by an ounce of prevention applied in this direction?

One more point, and I am done. If school hygiene or hygiene in general is worth anything, why not have it taught more extensively in schools? You may say: "What, after just speaking of the burdensome multitude of subjects at present being learned, or attempted to be learned." In reply I would bring this paper to a close by a quotation from a paper by Prof. Austin, of St. Thomas, which expresses my position on this subject. I may say, in explanation of one remark, that St. Thomas was at that time much exercised over the question of establishing a system of sewerage. Listen, then, to Prof. Austin, himself an instructor of the young:—

"But even should it be known that something now on the school programme would have to be omitted, we do not think this should prove an insuperable objection to the introduction of the instruction and training desired. The branches of the great tree of knowledge have so multiplied in this day of scientific research that an eclectic course of study is a necessity, and the demand of the age is for the practical as distinguished from the theoretical and ornamental. Now what could be more directly and universally practical than the great laws that govern our physical relationships