

the absolute need of a good (but not a heavy) breakfast, especially for growing children. Not long ago the principal of one of the largest High Schools in this country stated that it was quite common for boys and girls to come breakfastless to school, even in winter, and he deprecated with marked pathos and earnestness such a cruel neglect of the needs of child-nature. It is bad to go out in cold weather with an empty stomach; it is monstrous to expect growing children to do four or five hours' study without a good breakfast to start with. The best beginning to the day would be a meal of fruit, porridge, or eggs, good tea or milk, bread and butter and marmalade. Eggs are better for the first meal of the day than meat, because coffee and tea, the

usual breakfast beverages, should never be taken with meat; and if eggs are impossible, porridge is always a good substitute.

It is not possible to deal with the question of beverages in this paper, but it may be mentioned that it is not good to drink with food. The drink should be taken after, and not gulped down between the mouthfuls. If regular meals, simplicity of preparation, and due time for rest of the digestive organs were the order of our lives, I feel sure we should far more often have cause to re-echo the Psalmist's beautiful words of thanksgiving: "Praise the Lord, O my soul: and forget not all his benefits; who satisfieth thy mouth with good things: making thee young and lusty as an eagle."

THE ART OF TEACHING.

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A great deal of literature has been, and is still being, produced on the theory and practice of education, but much of it is so deep and complex in nature that it finds but few readers who can appreciate the principles expounded. The majority of those engaged in teaching find their labors of the day sufficient strain without reading heavy work at the close of the day's exercises. The result is, that few teachers do much reading along their own professional line after they have left their training school, and as a natural consequence, they become more or less set in certain rigid lines of action, which, in most cases, tends to narrow them in character, as well as in their professional

methods. It is with no small degree of satisfaction, then, that we receive Dr. White's work on the "Art of Teaching" in the field of pedagogical literature.

It is of extreme value, in the first place, because it comes from an eminent teacher, and trainer of teachers, of long and successful experience; and, in the second place, because the matter is so clearly stated, and so attractively written, that the work is readable and practically interesting to anyone who has any interest in his profession. The style is anything but dogmatic, and owing to the writer's ready grasp of the matter in hand, the reader will find not only excellent ideas to assimilate, but will also find a strong