

acts such prejudices; patriotism, instead of teaching a love of war, might be the stepping-stone to beneficial cosmopolitanism. On this side the question was put, "What shall we substitute for History as a training in the suspending of the judgment?"

The German method of teaching History was said to be—(1) The instruction of the child first in the History of its own locality, and the connexion of this History with that of other and neighbouring parts of the country; (2) the History of the country as a whole; (3) History of Classic nations; (4) Modern Foreign History. The youngest child's notions were formed from scattered stories about individuals, afterwards gathered up, and gone through chronologically.

The Chairman said no decisive general principles had been laid down for the pursuit of this study. Skeleton biographic and philosophic history had been mentioned, but other sorts might have been noticed, such as Gibbon's, Macaulay's, and the History furnished by the old chroniclers. He had himself taught History to very young boys in Henry of Huntingdon's Chronicle and early ballads; to older ones in passages from Herodotus; to still older pupils, who were reading Chaucer and Shakspeare, by sending them to the Cyclopædia for authorities, and to the authorities for details, and thus teaching them to weigh evidence. In this way a general taste is formed, interest is aroused, and the study is fairly introduced, and can be profitably pursued in later life on philosophical principles. He added, too, the further plea for introducing History at an early age, that children would have some sort of exciting reading, and History was a safeguard against sensational fiction.

PHYSICAL EDUCATION.

REPORT OF THE COMMITTEE OF THE LINCOLN TEACHERS' ASSOCIATION,
ADOPTED OCTOBER 22ND, 1880.

The Committee of the Lincoln Teachers' Association, appointed to consider means of promoting the physical well-being of the children attending our schools, begs to report as follows:—

The means within the reach of teachers, trustees, and parents for the improvement of the physical condition of the children, are, at best, but partially employed, and, in the great majority of schools, almost wholly neglected. In order to direct attention to this important branch of education, and to encourage those responsible for the well-being of the children to use those rational and easy means of physical development, without which mental training is not only useless but injurious, it seems to us desirable that this Report, accompanied by a few simple rules on School Hygiene, should be printed and distributed, with special reference to (1) The ventilation, heating, and cleansing of the school-room, as directly affecting not only the health but also the mental activity and brightness of teachers and scholars; (2) The careful oversight of the physical condition of the children with reference to the observance of the ordinary rules of health in their habits and amusements, and to the age at which children should begin school, as well as the length of their daily application to study; (3) The use of physical exercises calculated to develop symmetrically every part of the frame, and to give grace and vigor to its movements, thus preventing habits of stooping and other imperfections in form and gait.

VENTILATION.

The manner of ventilating a room depends somewhat on the position and surroundings of the room itself, on the state of the weather, and on the direction of the wind. Hence it is difficult to lay down rules that will apply in every case. Still, there are general principles that will apply in all cases, among which we may mention the following:—

1. Cold air is not necessarily pure air.
2. Windows should always open from the top for purposes of ventilation.
3. Drafts should be avoided. Though bad air may poison slowly, a blast of cold air is more immediately dangerous.
4. When the outside temperature is much lower than that of the room, a slight lowering of the windows will secure a constant change of atmosphere; but when the two temperatures are nearly the same, unless the wind blow directly against the windows, very little exchange of air will take place even if the opening be quite wide. Hence the danger of bad ventilation in the cool weather of spring and autumn.
5. Measures that will suffice to ventilate a room one day may be altogether insufficient on another. Hence the teacher must be constantly on the watch.
6. Impure air in a room is not easily observed by those in it, but much more readily by any person coming in out of the fresh air.

Besides these general principles, the following rules are recommended:—

1. To open all the windows and doors for three or four minutes during each recess, so as to effect a complete change of air.
2. Have them closed and the room warmed before calling school. To this end it is important that the teacher be in his place fifteen minutes before nine, and five minutes before school in the afternoon, as the law directs.
3. Overheating should be avoided, as it causes restlessness, and increases the danger of the pupils taking cold on going out.
4. Trustees in building school houses should construct in connection with the chimneys, ventilating flues with registers opening near the floor.
5. Floors should be frequently scrubbed and walls whitewashed.

OVERSIGHT OF THE PHYSICAL CONDITION OF CHILDREN.

The evils to be guarded against under this head are:—

1. Sending children to school at too early an age, particularly delicate children in need of fresh air and freedom more than the unnatural confinement of the school-room. The teacher should never fail to point out the injury such children suffer, and urge their withdrawal on their parents. As a general rule it may be safely asserted that no child is benefited by an attendance at an earlier age than six years, and many should not attend for a year or more later.
2. Making the daily session for children from five to seven years old as long as for older pupils. This evil is so apparent that in towns and villages, such children are now generally dismissed at 11 a.m. and 3 p.m.; but in rural sections though this cannot be done, yet a judicious framing of the time-table so as to allow longer and more frequent intervals of play, will give vent to the activity and restlessness of children at an age when nature calls more for bodily than mental growth.
3. Requiring children of from ten to fourteen to study too many subjects, and giving them too many and too long lessons for home preparation. We are aware that this matter is not entirely within the control of the teacher, and that in order to preserve his reputation he may almost be compelled to take part in this forcing process; but, though he cannot remove the evil, he can do much to mitigate it.
4. Allowing children to disregard the laws of health in their habits or amusements. Many constitutions are permanently injured by children sitting in school with wet feet, by careless exposure when overheated in play, or by other means, all of them preventable by a little careful oversight on the part of the teacher. No one will question for a moment that neglect of these duties, and the ills that flow from that neglect, can never be compensated by