be successful farmers, statesmen, mechanics, or mer chants ; expecting the girls meanwhile to sit demurely, with folded hands, and be highly edified, I suppose, to hear what will ensure a *boy's* success.

How should girls be edueated ? The important primary lesson to be thoroughly enforced is, that their ten fingers and ten talents or less, as the case may be, were given them to be used in some honest, useful work. Whether rich or poor, something to do and something to be, which will call forth their best thoughts and best endeavors, and be of some positive good to the world, should be the motto of girls as well as boys. They should be told that it is just as great a sin and disgrace for *girls* to grow up idle and useless as for boys. Assure them that they have, or should have, the same freedom of choice in deciding how they will use their faculties. Tell them that patch-work and dish-washing are no more the necessary accomplishments of girls than the use of the hoe and pitchfork for boys. They should be taught that study is not a mere pastime for them, to be followed, on leaving school, by an indefinite period of listless waiting (perhaps in the meantime, half doing something they were never taught to do well, just for the pay) until some man comes along and marries them, taking upon himself the burden of their aimless existence. Teach them that industry, perseverance, self-reliance, courage, strong muscles, and decided opinions are just as necessary to a girl's as to a boy's success ; that no amouut of prettiness and winning ways will make up for the lack of these sterling qualities. Having faithfully imparted these abstract principles, come down to the just how and what to do. If Susan or Jane have a natural inclination for housework, sewing, or millinery, encourage them in it and stimulate in them the highest respect for these handicrafts, which are just as respectable as farming or carpentering, if they are as intelligently and well done. Teach them to do everything thorougly and with their whole mind, for therein lies the honor, and not in the kind of work done. Lead them to see that intelligence and thoroughnesss enhance the money as well as the social value of any labor ; that an educated, wise woman can make a better loaf of bread than an ignorant, stupid woman, or cut a better fitting garment. If there are other girls that dislike sewing and cooking, and have more aptitude for something else, encourage them in doing that something else, whether it be studying for a profession, editing a newspaper, or inventing a labor-saving machine. Of course, teachers have many, and, it would almost seem, insurmountable obstacles to contend with in teaching girls as practically as boys. In the first place, girls, by tens and by hundreds, are spoiled from their cradles. While the boys of a family are continually talked to about being smart and and doing something when they grow up ; the only doctrine preached to the girls is, that they must be pretty very silly, and very helpless. Many fathers and mothers have denied themselves every comfort, and toiled early and late to keep their daughters' delicate fingers free from work, thereby, in many instances, only bringing about their moral ruin.

Another impediment to the proper training of girls is public opinion, which declares it a disgrace for a girl to earn her own living,—especially if she has any male relative whom she can tax with her maintenance,—which admires white hands, delicate complexions, fragile forms and vacant minds in girls, rather than a well-developed physique accompanied by a well balanced mind.

When girls are as thoroughly trained as boys, both in and out of the school-room, and educated in the belief that they have just as important a part of the world's work to perform—when they are taught that they must do something either with hands or brains, and do it well, if they would be respected and admired, then we shall hear less of the poorly done and more poorly paid work of women. Straight, handsome trees are never grown from twisted, distorted saplings. No more can we expect competent, self reliant, useful women from girls whose development has been of the most imperfect and fragmentary kind.—*The Connecticut School Journal.*

The House We Live In.

(BY DR. S. D. GILBERT, FAIR HAVEN.)

During a recent conversation with the Principal of one of our city schools as to how teachers can best instil into the minds of their scholars some knowledge of the house not made with hands, in which they live ; of its framework and interior, component parts, the uses to which each part is put, and of its general care and mode of preservation, it was suggested that a few articles on these topics would not be out of place in this journal. In these I shall endeavor to express, in a practical manner, what every teacher should know, and what they can easily teach their pupils. Every child should have a general idea of the anatomy of the body, its junctions, and how to preserve it in a state of health. Beginning, then, with the framework—the skeleton is composed of 204 distinct bones. These are distributed as follows : 26 in the spinal column called vertebrae, 28 composing the skull, one lingual or tongue bone, 12 pairs of ribs, one breast bone or sternum, 64 in the upper extremities, including the shoulder blades, collar bones, and bones of the arms and hands, and 60 in the lower extremities. There are 27 distinct bones in the hand, and 26 in the foot. Bone is composed of animal and earthy matter intimately combined together, in the proportion of 33 per cent of the former to 67 per cent of the latter. The animal constituent may be separated from the earthy, by steeping bone in a dilute solution of nitric or muriatic acid. A tough semi-transparent substance results, retaining the original form of the bone. The earthy constituent may be obtained by subjecting bone to a strong heat in an open fire with a free access of air. Either of these experiments may be easily performed, and the resulting substance shown the class. It is a disputed point among chemists, whether the relative proportion of earthy and animal matter varies in the bones of the old and young. It is probably a variation in quality, not in quantity. Certainly, however, in early life, the bones are soft and cartilaginous, and hence are easily bent by any undue strain. It is a common impression that children can stand any amount of fatigue and rough usage, with no more serious result than temporary debility, but it should be remembered in what a pliant condition the whole frame is, and the old maxim, "Just as the twig is bent, the tree's inclined," should never be forgotten. How important it is, then, that every means should be employed to strengthen their little frames, and that all excessive and violent exercises should be avoided. Above all, remember that little children need pure air and sunlight as well as tender plants, but that, like them, they may be injured by rough winds and a scorching heat. The disease called rickets, in which the long bones are twisted into various shapes, seen chiefly among children poorly fed and living in poorly ventilated houses, is caused by an excess of animal matter in the bones, owing to which, they bend under the weight of the body. Of the 67 per cent of earthy matter, 62 per cent is phosphate of lime. At one time it was thought or supposed that rickets was best treated by phosphate of lime, as in subjects of it, there is