

What a waste of time such reading is! And it all arises from the fact that the pupils, at a time when most susceptible of influence, contracted a habit which will cling to them more or less during their whole lifetime.

Many teachers think that they cannot improve in elocution because they have never taken lessons from a Professor of the art. Of course it would be a great help to them if they could do so; but in reading, as in other things, the student must be his own instructor. The chief requisite of a reader is common sense. Almost any one who thinks what he is doing, and will put himself in the position of the person whose words he is repeating, can teach himself to read well. He can find, in books on elocution such

as those written by Prof. Bell, Prof. Lewis of Toronto, or Prof. Andrews of Montreal, many hints and rules which, if thoughtfully applied, will enable him to improve in elocution far more than he would believe until he gives the plan a fair trial—a fair trial, we say; spasmodic efforts will avail nothing.

For example, suppose that a person's articulation is faulty. Prof. Andrews gives the following advice: "Let a sentence be selected and the pupil subjected to the following drill: (1) Utter every element separately. (2) Utter every syllable separately. (3) Utter every word separately. (4) Read the sentence in a loud whisper."

This rule, the writer of this article knows, has been beneficial to him.

THE PRIMARY SCHOOL IN CHINA.

HOW often have we been told, on examination days, that we were to be the men of the next generation; that some of us would be merchants, some lawyers, some doctors, some ministers; that perhaps there were even among us some who would sway the destinies of the nation! And our young minds, imbued with the belief that knowledge is power, have resolved to acquire knowledge at whatever cost. So too the Chinese youth. It is his ambition to be a scholar, for learning is the passport to the highest official positions in the Empire. For more than a thousand years appointments to government offices in China have been nominally on the results of competitive examinations. So it is the ambition of every father to send his son to school as soon as he is able to speak plainly, and if he gets on well with his studies no expense will be spared on his education. The remarkable fact, however, is, that with

this universal desire for education on the part of the people, and the high value set on it by the rulers, there is no public school system. All elementary schools are originated and maintained by private enterprise.

School-houses are seldom built for the express purpose on a carefully chosen site, with due attention to everything conducive to the health and comfort of the pupils, as with us. A large room such as might be used for a small store is rented either by the teacher or the parents wishing to open a school. In the windows where the merchant would display his goods are screens of white cotton or paper to keep the children from looking out and the passer-by from looking in. In this room, which is never well ventilated, the pupils are kept pent up from morning till night, in violation of all the laws of health, and one might almost say of humanity too. The floor is usually of clay, hard packed and often