

understood all the refinements of etiquette, provided that nothing more important had been sacrificed in acquiring them; but, in that case there should be sufficient judgment not to urge these niceties upon children whose parents would grumble at them. The teacher must have tact to see that many kinds of knowledge must be withheld until the pupils themselves begin to reach out for them.

A social disposition is of great value to a country teacher. To know the habits and wishes of the parents is a great help in instructing the children. To be liked and sustained by the parents gives one power over the children. To be useful and entertaining in society gives one the support of the whole community. If you are admired and loved by those your pupils admire and love, they are eager to follow out your plans instead of being goaded to it, and the more widely you exert among the people outside your school the same influence you exert in school, so much the more powerfully the combined energy of the whole village will work toward the ends you consider valuable.

PROMOTIONS.

It can never be a kindness to advance a scholar prematurely. The great lessons of thoroughness and industry are seldom learned in a school where good scholarship as a condition of promotion is not rigidly insisted upon, and if it could be shown that the matter of grading had no influence upon the formation of character, it would still be true that the discipline and culture gained by repeating half-learned studies is always better than a premature advancement to branches for which the pupil is unfit. Great injury is often done to children by their parents or teachers in permitting them to discontinue elementary or fundamental subjects of study, before they have fairly mastered them. Nothing is more valuable in education than the habit of painstaking perseverance. He who has become accustomed, while a school boy, to master difficulties and persevere till his task is accomplished, can hardly fail to make a successful and useful man. In all possible ways the school should inculcate habitual thoroughness and persistent application, and one of the ways in which this important lesson may be taught, is by insisting that real merit, as evinced by good scholarship, shall be an invariable requisite to promotion.

Again, each study is an integral part of the curriculum and essential to its completeness. Different branches exercise and improve different faculties. Each gives a certain tone and direction to the intellectual training, and the result of these various forces, blended with native endowment, is the mental power which each graduate possesses. If culture and ability result from school work and influences, it must follow that if any part of these influences be withdrawn, the culture will, to that extent, be deprived of its symmetry and power. In general, academic students cannot safely be allowed much option in the arrangement of their course of study. In most cases it will be found that the branch for which such scholars manifest a distaste, is the very one that is needed to develop faculties which are yet weak. To permit them at so early an age to concentrate their interest and effort upon favorite studies, will necessarily produce an unsymmetrical development. The world is already too full of unbalanced minds. Men of sound judgment, whose faculties act in harmony and with vigor, are wanted; not those who see all subjects in a distorted light. For this reason and because the knowledge afforded by each subject is useful in itself, we insist that scholars shall do satisfactory work in each study.

Students who are "kept back" not only regret what seems to them a loss of time, but also feel disgraced to go into a lower class. This feeling may be natural, but it is clearly a mistake and ought

not to stand in the way of the real interests of the scholar. It is not strange that some should fall behind on account of poor health or immaturity. All do not learn with equal facility, and not unfrequently a person whose mind acts slowly will prove to be capable of excellent attainments in the end. Nor should it be considered an evidence of superiority that one's mental powers develop less rapidly. But even if this were the case and if the pupils were not benefited by repeating a year of unsatisfactory work, it would still be right and necessary to enforce a grading of the school. The greatest good of the greatest number would require that a scholar who was not able to keep up should be transferred to a lower class, and no one will seriously argue that the standard should be lowered. It will rather be our aim to steadily advance our standard of scholarship.—*John E. Bradley, Principal Albany (N. Y.) High School.*

HEALTH IN THE SCHOOL.

Health in school-children is the first condition of good intellectual work. This principle is often disregarded by our most conscientious teachers, and the neglect of the physical side of the child's nature often leads to the most disastrous results. In the first place the teacher should inquire into the bodily ability and vitality of his pupil, and learn at the outset as much as possible of his temperament, tendencies, and temptations. A sound body must possess a sound mind. Of forty children no two have the same strength of mind, size of lungs, and working-force of the brain, condition of nervous system, quality of voice, gait, address, etc., no more than any two resemble each other in the form and the features of the face. Here is a boy with the lungs of a stentor; there one is flat chested, with flabby muscles and weak constitution. Here is a girl with rosy cheeks and vigorous mental action; there another, pale, almost bloodless in cheek, heart, and brain. All are in the Arithmetic class. The same lesson is assigned to the four. Is it probable that all will grasp the principles and their application equally quick, or express them with equal clearness and accuracy? Not at all; and the teacher who attempts the impossible either in restraining the strong to meet the capacity of the weaker, or of spurring on the weak to equal the stronger, is doing an injustice to the physical and intellectual natures of both, and should be punished by the Society for the Prevention of Cruelty to Children. The first purpose of the teacher should be to preserve the ruddy cheek and the strong muscle of the strong, and, if possible, by the best conditions of study, exercise, etc., to make them more vigorous and healthful; and on the other hand a more important duty rests on the teacher relating to the over-nervous, bloodless, and less-vital children. To tax these to their utmost is cruelty, and to cause their bodies to weaken under study, is a costly and expensive performance. That is the best school where the dull ones have the best chance, because they need it the most, and where the weak ones can get a better hold on life, its vital forces and supports, that they may not fail in the supreme hour of life's trials and temptations. To equalize as far as possible the conditions of healthy manhood and womanhood, teachers should study to educate the child physically, by proper light, heat, ventilation, exercise, and study; by removing all preventable causes of disease from the school-room, and watching lest contagious or infectious diseases come within the school premises. Those who can graduate healthy children with medium attainments are superior instructors of youth to those who press the intellect at the expense of the bodily powers, and who send out into the world a class of physical weaklings, top-heavy, to be turned upside down in the world's struggle.—*The Public School.*