

take a wider range, including style, figures of speech, etc. The one leading object should be to lead the pupil to grasp the thought and feel the sentiment of the passage—to baptize him into its spirit. If the mind is sluggish, the utterance will be monotonous; if the emotions are asleep, the tones will be lifeless.

The class is now prepared to attempt the reading of the sentence, and one attempt will not suffice. One pupil must try, then another, then the teacher, then the whole class in concert, then the first pupil, and so on until the reading is satisfactory. Errors in modulation, emphasis, force, etc., can only be corrected by persistent drill—a drill which shall not merely lead the pupil to imitate the teacher's reading, but which shall cause him to grasp and feel the thought and emotion to which he would give expression. The teacher's example should assist, but it should never be mechanically copied. When the reading of a sentence is satisfactory, the next should be taken, and so on through the paragraph.

We have thus imperfectly sketched a method of drilling classes in reading, which we can commend as thorough and successful. We do not claim that it is the method or the best method, but we feel sure that it is much superior to the general practice of teachers. The still prevalent method of divorcing spelling and reading, and permitting pupils to read paragraph after paragraph through an entire lesson, is not worthy to be called teaching. But little better is the practice of requiring all the members of a class to read the same verse, in turn or as called upon. The exercise is almost sure to degenerate into a lifeless, mechanical routine. It is not even a good taste of the pupils' acquaintance with the words. Question and drill must go hand in hand. The one picks the thought out of the sentence and kindles the feeling; the other gives them proper utterance. Reading thus taught trains the voice, sharpens the intellect, quickens the understanding, and elevates the taste. It enlarges the pupils' vocabulary, increases his command of language, and enriches his mind with noble thoughts and sentiments.—*Ohio Educational Monthly*.

VI. Papers on Scientific Subjects.

1. THE HEALTH OF TEACHERS.

My own brief experience as a teacher led me to believe that the business is one which ought to be favorable to health. I always had quite as good health in the school-room as out of it; and I know a good many persons who have followed teaching twenty-five years, and others whose service in this capacity has been fifty years, without injury to health and without growing prematurely old. If one has the love for it, the constant companionship of children ought almost indefinitely to keep the heart young; and where the heart is young, the body will not grow old so rapidly as when life is sad and unjoyous. And yet teachers do not generally possess as good health nor last as long as they might. I have been told many times by professional teachers whose opportunities for observation were good, that ten years of hard service is quite as long as most persons can endure the work of the school-room, and that a multitude of them can not endure half so long as this. Indeed, if it were not for their long vacations, many could not follow the profession at all.

Yesterday I visited two schools in New York. In one of them I found a model teacher. She had charge of a large class of children from seven to ten years of age. She loved the children, loved to teach, and all her pupils devotedly loved her. The principal of the school said she was a most successful teacher. She had what physiognomists call the teacher's temperament. She was tall, slim, active, and was all alive to her duty. Visitors looked on in mute astonishment at her wonderful power in unfolding and drawing out the youthful mind. A friend sitting near me, whispered, "If I had had such a teacher in my youthful days, I should have loved instead of hated the school-room." Yet this teacher, although she has not yet taught a year, is failing in health. Her mother said she feared she would have to give up the work. I thought I saw why she was failing. She had too little vitality to keep her nervous system at so high a degree of tension during six hours of the day; for, mind you, a successful teacher uses up the life power very rapidly, and as there is only a limited supply in each individual, if too much of it is used up in brain labor, the body will not have left enough to digest sufficient food, to circulate the blood to every part of the body, to nourish well every tissue, to keep up the animal heat, and of necessity the bodily functions deteriorate and ultimately fail. I have reason to believe there are many teachers of which this one is a type.

The best advice I can give them is, that they teach a less number of hours per day. Nor should they enter so enthusiastically into their work, but take things more easily, be cool and calm, and sleep a great deal. Eight hours' sleep will not hurt such teachers, nor be

any too much. They should use up no vitality in breathing bad air, in excessive exercise, in evening study, in anxiety about their work. Such teachers are sometimes too conscientious, and are afraid they will neglect some duty, but they are the ones who need borrow little trouble on this account. Their duty to themselves should be paramount. Such teachers ought to keep their digestive apparatus in good order that they may digest sufficient nourishing food. There should be no pressure of the clothing over the stomach, liver, heart and lungs. They should keep the muscles of the chest, sides, abdomen, and back gently exercised by some gymnastic exercise or light labor daily. They should dress the feet and legs so that the extremities do not suffer with cold. They should expand the lungs daily in fresh air, so as to keep the air cells open and allow air to pass to the blood; and finally they should find out just how much they can do and not be overdone, and then confine themselves to this amount of work. When vacation comes they should make it a time for full recuperation and rest. If they can not or will not do these things, they must expect to suffer and break down.

But there is another type of teachers than the one just mentioned. I saw a dozen of them yesterday in another school. They did not do half enough work even for their own good. Their labors had about as much life in them as the movements of machines. They sat prim and upright on their chairs, and went through the forms of hearing a recitation, but they spent not one-fourth as much strength as the teacher above referred to. And yet these teachers, too, looked pale and bloodless, though not so thin in flesh as the other. They complained of sick headaches, listlessness, dullness and inertia. I think I know why. Their school-rooms were not ventilated, and their dresses were so tight they could not breathe more than half enough to keep the body thoroughly alive. Such teachers need to learn that we live more perfectly when we breathe enough, than otherwise. In fact, we all live about in proportion as we breathe. If we breathe much we live much, and if we breathe little we live little. Such teachers need more exercise, and fresh air to keep them well, and that with temperance at the table in eating and drinking will generally suffice. They ought to go to a gymnasium and practice gymnastics daily, in gymnastic costume. They ought to throw open the windows of their school-room and always have fresh air. They ought to take a thorough bath at least three times a week in a warm room, being sure to get up a warm glow after it. I know there are hindrances to doing all I suggest, but there is no apology for neglecting all the laws of health, at any rate.

I think it would be wise if in the country, teachers would, in fair weather, spend some part of the day in the open air with their pupils, studying the plants and minerals that abound. I believe it would be for the health of pupil and teacher. A spot of land devoted to gardening might, if rightly used, be both a source of education and health too. Of course this feature requires to be well done to make it successful. It always seemed to me a barbarous plan to build school houses in the country as we do. I would have the school-house a home for the teacher and his or her family, and keep them permanently employed, if they gave satisfaction, rather than change once or twice a year, as now in country towns. But this must be the subject of a separate article.

There are few professions where good health is more important than to the teacher. They can govern their schools and impart instruction easily and thoroughly when well; but when ill, everything goes wrong. Many a pupil has had his ears boxed and his back striped because the teacher was out of sorts, and often the teacher's health and good nature have caused him to pass over, as of little moment, even grave offences. I am more and more convinced every year that teachers are poorly qualified to fill, properly, their vocation, unless they have sound constitutions, thorough physical culture, and physiological knowledge. These, added to the most thorough drill now given in normal schools, seminaries, and colleges, would make them the most healthy class of our citizens, instead, as now is too often the case, nervous, dyspeptic, scrofulous, and consumptive and broken down in body, before they have more than come to maturity.

M. L. HOLBROOK.—*In Ohio Educational Monthly*.

One fact alluded to by Dr. Holbrook in his suggestive article on "The Health of teachers," deserves special attention. We refer to the rapidity with which earnest teaching uses up the life power. We have seen a primary teacher use as much brain action and nervous energy in giving an oral lesson, as would be required to deliver an ordinary lecture, and the exhaustion of the vital forces was quite as great and serious. Is it strange that such teaching, continued six hours a day, destroys health and life? Few public speakers think of giving as a practice even two lectures a day. We have tried the experiment of giving four lectures daily, and we do not care to repeat it. But we have referred to this matter to draw from it an important conclusion. The introduction of oral teaching into our