

a healthy horse perfectly, and yet you may drive him to death. We hear various explanations of the greater longevity attained by our fathers, and a few in our day—but I venture to say that it was not because they lived on porridge or cracked wheat, and rose at four in the morning, and went to bed at twilight—but because they moderated their ambitions and so their exertions; while at the same time they were not flagrant violators of ordinary physiological laws. Let us consider what the relation of the various parts of the human economy are to each other, briefly, and then estimate how their harmony is liable to be disturbed in the case of pupil and teacher.

Every tissue of the body is composed of microscopic elements which have originated from cells. These minute portions of each part are constantly being destroyed and reproduced, and it is only when the forces of reproduction prevail over, or, at least, equal those of destruction that the organization can be said to be prosperous—to be in health. For this perfect result there are two great requisities.

(1.) An abundant and healthy blood supply. (2.) Healthful nerve influence. It is to be noted as a proven fact, that the latter is as essential as the former; that impressions of a mental kind can produce disorders of nutrition. Every one is aware that sudden grief may produce loss of appetite, vomiting, etc. But all do not appreciate the fact that our oft-repeated little troubles—our microscopic ills—may and do interfere with this process of nutrition, and so in time seriously injure the health by producing injurious nerve impressions, as has been explained—these originating in the main nerve centre, the brain. It follows, therefore, as the necessary corollary of this, that,

(1.) Those only may expect to enjoy the best health as teachers who love the work of itself, and have that steady feeling of contentment and positive pleasure that such a feeling brings.

(2.) Those are most favorably placed as regards health, who instead of looking at school-work as a monotony to be dragged through with, have the art of taking an interest, perhaps even a certain degree of amusement or pleasure, out of everything that crops up in each day's work. There is just so much monotony in school life as each teacher puts into it. This concerns the teacher; for as the master, so the servant. If he is sour, the pupils will be like the one they most naturally imitate.

And on the subject of monotony and the importance of a healthy nerve-influence, let me impress on all who follow me the value of beautiful and changing surroundings, not now from an æsthetic point of view, but from the more readily appreciated one of their influence upon the health. People speak of change of air and scene—that good follows we all know. Why? Because there are some new sort of thrills it would seem produced in the nervous system by the change of sight and sound, and all this is helped by change of diet, of air, etc. Everything wears out—loses its power; just so certain influences grow stale and need to be replaced. The nervous system requires new kinds of stimulants as much as the stomach new varieties of food, however good in itself that food may be.

From this, it would appear that a pretty school house, and handsome grounds especially, as they are perpetually changing—offering something new every day—are not matters of trivial but of great importance as regards health of pupils and teachers. Space will not permit me to expand this idea further; but has the