

in play the superabundant flow of the animal spirit is worked off, and that force is employed in throwing a ball, or running a race, which would otherwise find vent in mischief or restlessness. The whole fifteen minutes usually given is demanded, and the thoughtful teacher, instead of depriving a pupil of any of those precious moments should urge every one to use them in the best manner possible. It is well to explain this object especially to the few studious girls who are inclined to keep their desks at that time, and to convince them of their duty to preserve their health, and that play-hours should be as sacredly devoted to recuperation as study hours to work. Even when the weather is unfavorable for outdoor sports, the necessary relaxation can be secured by throwing open the windows far enough to obtain fresh air (taking pains that no one shall receive the direct draught) and then putting the school through the light gymnastics.

Keeping a pupil after school to a lesson is wrong in principle. It begets a dislike for the teacher, the school-room, the study, and all connected with it. What should be a delight, is made a punishment. Moreover, it punishes the teacher as much as it does the pupil. It wearies him unnecessarily, and, depriving him of time for rest and study, unfits him for work, and so robs the school of its right—his best services. The difficulty with the pupil is generally an inability to concentrate the mind upon the lesson. If that can not be secured during the fresh, vigorous hours of the day, under the inspiration of the class, and the example of companions, the teacher may well despair of success under less favorable conditions.

I can not sum up the matter better than in the words of Superintendent Harris, "The cure prescribed (i. e. retention after school) only aggravates the disease. Prepare the lesson so that the pupil can carry it by storm, and never allow him to make a dissipated, scattered attack upon it."—*The National Teachers' Monthly*.

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Health Reform in the School-Room.

Education is a term easily defined, yet very seldom fully realized in the schooling of our youth. Its Latin derivation makes it signify leading out or drawing out, rather than cramming, or filling up. We believe the word education to mean the drawing out, or developing, of all the mental and bodily powers symmetrically.

We can not complain at the importance given to mind culture as far as it has to do with mere intellectual advancement, yet there are vast resources of mind and soul that remain untouched by the hand of education.

We do not intend to touch the metaphysical in this article, but we would urge the wants of a better physical education. Our people are far from being too practical, yet they spend all their resources of body and mind in one direction alone—money getting.

Money, ambition, self-indulgence, pride are leading us to corruption, decay, ruin. Indeed, it is from the cradle to the school, through school into life, through life into the grave, but a series of anticipations on our part, a race, with success just beyond our reach like a will-o-the-wisp, and death at our heels—but it usually turns out the same, death victorious, and human pride and ambition finally yielding to its power. There is truly a great need of health reform, if we would see men and women of our generation fulfilling the promises of success and happiness that might be theirs to realize.

Perhaps some one is ready to skip this humble article and pronounce this idea of health reform a mere hobby. Let him call it a hobby when he can deny or explain away the fact, that of every one hundred persons in our land to-day, at least an average of ninety-five are sick, are prematurely old, are dying before their time. Our habits of living beget many diseases, that are sapping away the vitality of our nation. So many cases of reckless dissipation, yes of drunkenness, are the outgrowth of our system of education. We will give one illustration. A young man of more than ordinary ability is urged forward to meet the fond hopes of parent and teacher, his ambition is fed and nourished until it becomes a mighty power ruling him at its will, his intellect is crowded forward until it has far outgrown the weak and poorly developed body. This can not sustain the stress of an active cultured mind under the rule of such an ambition. Recourse must be had to some outside influence to tone up the body's weak energies, and, little by little, the young man accustoms himself to resort to stimulants in his hours of efforts until, after a time, the base appetite is fixed upon him, and they young man of intellect and promise sinks into the hopeless debauchee before he even dreams of danger.

Surely there is a great mistake in our plan of living and a greater mistake in our plan of education. Where is a better place to begin to live healthfully, and to teach others so to live, than in the school-room wherein habits of thought and of living are formed that cling to us throughout our lives?

Are our schools performing their mission in doing all they can to teach our youths to live properly and healthfully, so that they can go forth at graduation, strong and vigorous, ready for life's battles? Ask the young men and women in our college halls to-day, get your reply from the thousands of newly-made graves that contain the buried hopes of fond teachers and bereaved home circles, or, more forcibly still, get your answer from the pale, puny, consumptive faces of scholars, who barely escape with their lives, who have gone forth, not to bless the world, but to burden society and friends with their brief, perhaps useless, lives.

The scholar should learn how to live, as well as what to do while he lives. Of what account is the most liberal education to the invalid, the consumptive, the prematurely old?

Now comes the practical question, wherein do our schools lack in the training they afford?

They fail to give the student a thorough knowledge of himself. Very true he gets a good idea of his bodily structure, the general functions of its organs, the exact number of bones and muscles, the mechanical uses of each; but of the great question of his powers and weaknesses, of the question how to relate himself to persons and things about him, to live the most happily and successfully, of the question how to save or waste his vital force, of all these, not a word of advice does he receive, indeed, it is all a chance, this physical life, and woe and suffering to that one who ignorantly steps beyond the path of law and right living.

Granting it to be the mission of schools to teach people how to live, the question arises, how can our district school-teachers benefit their scholars, in this respect? They are with them but three or four months in the year, they have them but six hours in the day—have no control over their habits of life, or of person. Three things the teacher can do, each of which will have its effect. He can introduce the study of Physiology and Hygiene into the school-room, thus acquainting the scholars with the mechanism of their bodies.