

and pencil, and can count as well as we can, and delights to make figures and letters and all sorts of things on its slate, is it fair or reasonable to try to make it understand the relation, which is beyond a child's comprehension, that exists between the figures in the different places of the decimal system? The children know what eleven is as well as their teacher. Let the teacher write it on the board, tell the child what it is, and then LET the child write it and use it. Teach the science of things to children? You are *opening* the rose-bud, which if let alone, with sunshine, moisture and good earth, will in its own natural maturing, become a rose. If my child were being so taught, I would say, Teacher, be a student, study the *growth of the mind*, and then come and teach.

O. BLACKMAN.

[We invite a discussion of Mr. Blackman's position.—E. E. R.]

*Editor of the EDUCATIONAL RECORD.*

SIR,—Do you not think the present would be an opportune time to ask the politicians to do something for us who continue to work at the rate of ten and twelve dollars a month.

February 3rd, 1892. Yours truly, ELEMENTARY TEACHER.

*To the Editor of the EDUCATIONAL RECORD.*

DEAR SIR,—Thanking you for your acceptance of my last, I have again to ask you to bring up one of the topics of the greatest interest to my fellow-teachers. I think my fellow-teachers, after reading the following words of a prominent educationist, will be inclined to cry out "*hear, hear!*" This is the extract:—

"Under suitable conditions and with healthful surroundings, there is no reason why any boy or girl with an average amount of vitality should not be able to complete the ten or twelve years' work required in the public schools with ease and with unimpaired health; and simply because there are occasional cases of impaired health during school life, it is unfair and untrue to charge these to 'high pressure' or overwork.

"If boys are allowed to spend their evenings upon the streets and in more questionable places until ten, eleven, or even twelve o'clock, consuming that vilest of combinations, the American cigarette, is it at all strange if the minds of some of them become weak and unable to stand the strain of school work? If girls from fourteen to eighteen years of age are permitted to attend the evening party, exhausting strength and vitality in the social dance until twelve, or one or two o'clock in the morning, can we reasonably expect them to recover sufficiently from such dissipation to undergo vigorous mental work the next day or even within a week?"

There is the opinion of a superintendent who has been a teacher, the opinion of a gentleman who lately read a paper on "School Hygiene" at one of the Conventions lately held in the United States.

Yours truly, CORRESPONDENT.