

healthy simplicity of fare which best promotes well-developed bodies and brains is soon laid aside for dainty made dishes, hot cakes, sweetmeats, tea, coffee, etc. After a hearty meal of such viands a child is seldom ready for either mental or bodily work.

Next, the habit of regular outdoor play and exercise is too much neglected. Children are supposed to take care of that themselves, but my experience with girls leads me to think that unless taught they will take very little open-air exercise; in fact, if allowed, girls will avoid physical exercise and the open air altogether. I find few girls, except in the highest rank, who do not look aghast at the proposal of a five-mile walk, and who do not get weary to the verge of illness, after a good long country stroll. I have never met, in my last ten years' teaching, one girl who seemed to know anything of any outdoor game whatsoever except croquet, which, though good in taking those engaged in it out of doors, has not the advantage of inducing active exercise as male sports do, such as base-ball, cricket, racing, etc. These develop all the limbs, teach quickness of eye, and obedience to rule in the most pleasant way, and, like all social games, lead to control of temper. The result of the present nursery training at once reveals itself when the children enter the school-room. One-half of them are mere bundles of nerves, introduced by their mammas with the words, "I am afraid, Mrs. or Mr. So-and-So, that you will find Amelia very backward, but she is so delicate." Poor little mortal! she does not know how to obey, she does not know how to listen, she does not know how to sit still; and she is expected to listen, to sit still, and to be silent for six mortal hours. I do pity her. Generally speaking, there is good stuff in the girls, and if the home influence does not counteract all that the school

teaches, a teacher, worthy the name will get up a love of the work for the very work's sake; but, alas! no sooner is a study of any kind well started, than some one discovers that her daughter has not a taste for that study—as if a decided taste for anything; was not one of the rarest of gifts. So, instead of conquering the difficulty, and of applying all the mental powers to the study in hand, one class after another is dropped, and half the benefit of the school as a means of moral discipline is lost.

Again, there is a tendency to shirk all work that is not interesting. Now, generally, I find no work considered interesting but that to which the pupils are accustomed; and if all else is given up, only the lowest and most rudimentary studies will be pursued.

I hold that a school should afford a *thorough* knowledge of the elementary branches—reading, writing, spelling, arithmetic, grammar, geography, composition, and history—and besides these, such moral training in the way of habits of order, neatness, punctuality, obedience, fair and truthful dealing, kindness and courtesy, as shall make the pupil a pleasant companion, a cheerful, self-contented, rational, human being, and a trustworthy and intelligent friend—one that is able to think and judge for herself; to aid in the home with good humour and unselfish love, because it is the place God has chosen for her; to look abroad and help and sympathize with her poorer neighbours, either with money or with gifts, if her share in life's goods permits the open hand; with her time, with her pleasant words, with her kindly and gentle ministrations, if the means are denied; always with thought and with that charity which "thinketh no evil." It is incumbent, also, that she should be an intelligent, thoughtful, and interested spectator of the changes in the politics, the science, and the progress of the day, so