

of mind? How may it be used to make better teachers, both physically and mentally?

Not by spending it in idleness. There are times, it is true, in the life of the teacher when utter exhaustion calls for perfect rest and inaction, until the overstrained nerves can regain their tension. But such seasons ought to be very rare, and must of necessity be brief. Either a complete breaking down or a healthful reaction follows soon. And beyond these short periods, idleness is not vacation, and dawdling does not refresh. Any person who can be content to spend a summer in lazy loafing does not possess the elements of a successful teacher.

Nor should it be spent in dissipation, which is a scattering abroad, a wasting away of the vital forces. Too much vacation time is spent in this way. Of this kind was the steamboat trip on Lake Superior, taken by a fashionable young lady, who declared enthusiastically to her friend: "We had a magnificent time. We danced every night until near daybreak, and never came out of our staterooms until near four o'clock in the afternoon." Such vacations exhaust vitality instead of strengthening it, and increases irritability rather than lessen it. One returns from such a summer not only without benefit, but more tired and less able to concentrate thought than when he went away.

But rather let the teacher seek real recreation—that is, *re-creation*, physical and mental. Mind and body are so intimately related, so interdependent, that as in the pursuit of happiness, he who seeks it most earnestly for its own sake fails to find it, so in the pursuit of health, he who seeks the best welfare of the body will fail of attaining what he seeks unless he has regard to the influence of the mind upon the body.

The teacher's work is done mostly

in-doors. His head aches from the close confinement, the impure air, the noise and confusion of the school-room.. His voice is hoarse from constant talking. His nerves are strained and unduly sensitive from his ceaseless work and care, and too often from worry and fret. He needs a change from all this.

Let him, therefore, take plenty of pure air and sunlight, and out-of-door exercise. It is well for him to be awhile alone with nature. Let him climb the hills to see the sun rise, or fish in the mountain brooks until sunset. Better still, let him devote a good portion of his time to practical work in some branch of the natural sciences. Entomology affords a fascinating field, and one which is being more and more cultivated. Geology requires no outfit but a basket and hammer, and rewards its devotees with solid and durable treasures, requiring but a minimum of care for their proper labelling and preservation. Botany is a most delightful study, when nature is made the textbook, and better than anything else, it cultivates the observing faculties, while it promotes health by fostering an intimate companionship with nature. Some of the pleasantest memories of my school days center around one sultry summer which I spent at a noted school for teachers, where the natural sciences were made a chief attraction. Here I learned how to study flowers, though I did not collect an herbarium. Most of my time I devoted to the study of geology, and many days I spent either alone or with a single companion, collecting the common rocks and minerals of that region, and laying in a store of the old Silurian fossils which everywhere abounded.

Some time may advantageously be given to reviewing branches previously studied, but in which perfection has not been attained. The one thing in