

intellectual faculties of the mind; the body, therefore, has had to suffer at the expense of the mind, and the many early graves of our brightest and best students cry out against this mind-eramping and body-neglecting system of education. I am an uncompromising opponent of the very general practice of "keeping-in," the school hours are too long as it is. In a great deal of what I shall have to say, of course, I cannot lay claim to originality, as the laws of health and the physiological conditions of a healthy body are immutable, and are well known to all who have made the study of physiology a part of their education. Teachers now-a-days should know something of Law, more of Medicine, and as much about everything as is possible for them to obtain and retain. How are pupils to get clear, lucid, streams of practical instruction, if half of the wells of knowledge in the teacher's mind are partially dried up, or, as is often the case, empty altogether?

First, let us take a look at "the body," or "the house we live in," as it has been aptly termed by an eminent physiologist. It is the most wonderful structure, the grandest piece of mechanism that has ever been designed; a knowledge, therefore, of even a few of its functions, will not only prove interesting, but must lead our minds to acknowledge and revere its great Architect and Designer—God!

The head, or skull rather, is composed of eight bones, which join one another by saw-teeth shaped or ragged edges, called sutures. These are considerably separated in childhood, but become solid in old age. Blows on the head are more apt to produce fracture of the skull, and are, therefore, more dangerous to an old person than to a young one. The face consists of fourteen bones; there are also three small bones in the ear, making a total of twenty-five bones in the head. The covering of the skull is called the scalp, which is filled with little cells, called hair follicles, in which the hair is produced. To keep these hair follicles healthy and enable them to perform their natural functions all that is necessary is attention to cleanliness, the free use of soft water, and a stiff hair-brush. Do not use hair-oil, pomatum, bear's grease, or anything of that kind on the hair. They are liable to become rancid and offensive to the sense of smell.

*To be continued.*

## HOW TO USE TEACHER'S ASSOCIATIONS.

BY J. A. COOPER, PRINCIPAL STATE NORMAL SCHOOL, ERIE, PA.

- 1st. Take a note-book and pencil with you to the Association.
- 2nd. Make a careful study of your deficiencies as a Teacher, and write down the supposed remedy for your admitted defects.
- 3rd. Go early to the Association, and remain until its close.
- 4th. Be punctual at each and every exercise of the Association.
- 5th. Give close attention to the exercises.
- 6th. Make a mental comparison of each speaker's matter and method, with your own idea of what should be said, and how it should be said.
- 7th. Behave as you think the other members should behave.
- 8th. Behave as you desire your own pupils to behave in school.
- 9th. At the proper time ask questions upon those topics about which you desire to know more.
- 10th. Pay special attention to those exercises which relate to your admitted defects.
- 11th. Be willing to do any thing requested by the instructors, and to aid in making a good Association.
- 12th. Use your note-book freely and judiciously.
- 13th. Enter in such questions and topics as you desire to examine more fully.

- 14th. Seek to learn how to use your opportunities to better advantage.
- 15th. Strive to learn how to get your pupils to study more.
- 16th. Endeavour to learn how to get your pupils to study in a better manner.
- 17th. Talk freely and frankly with other teachers during recesses.
- 18th. Review the more important exercises during the session.
- 19th. Write out at length such suggestions as you decide to adopt.
- 20th. At the close of the Association make and write out an estimate of the value of the whole session to you, and the influence it will have upon your teaching.
- 21st. Remember that you are personally responsible, to some extent, for a good Association.
- 22nd. Remember that the amount of good you receive from the Association will depend largely upon yourself.

## THE WISE TEACHER AND THE FOOLISH.

The wise teacher shutteth his mouth and placeth a lock thereon. He expresseth not his opinion on any subject political or otherwise.

The wise teacher dare not say his soul is his own. Yea, verily, for the School Commissioner hath a mortgage thereon.

The wise teacher exerteth himself to weariness, trying to make the School Commissioner's thick headed little boy learn something, when the said little boy spoileth for a thrashing.

The wise teacher lieth awake nights, thinking how he may conciliate the above named little boy.

He sayeth unto his father, "Yea, verily thy son is among my most promising pupils. For him have I great hopes." Whereat groaneth ye wise teacher inwardly.

The wise teacher spendeth his substance in riotously treating the School Commissioner to beer, cider, et cetera.

When the end of the year cometh the wise teacher getteth re-appointed and can work like a slave for another year to earn twenty-five dollars a month.

But lo! and behold what doeth the foolish teacher?

Ye foolish teacher sayeth boldly that Garfield was the right man; that ward politicians should not be made School Commissioners.

He dareth to vote against ye doughty Alderman, who is the School Commissioner's "stand by."

Yea, verily and thrasheth ye Commissioner's little boy right merrily, till the little boy howleth lustily and promiseth to "knuckle down."

Next cometh irate Commissioner whom he darath even to tell that he understandeth his own business, and can run his school without interference.

Whereat ye high and mighty Commissioner waxeth wroth, stampeth, and danceth around.

Thereupon ye audacious but foolish teacher telleth him to vacate the premises, and maketh it plain that such is the best policy.

And ye foolish teacher groweth fat in his own independence and wickedness.

There cometh the end of the year, and the foolish teacher is bounced. But he sayeth unto all men, "Care not I for this a denarius." And he goeth straightway into the marts of trade and commerce, and worketh up a business that payeth him \$500,000 a year.—*Educational Weekly.*

## Notes and News.

### ONTARIO.

Mr. S. Woods was made the recipient of a handsome present from his late pupils at Stratford on his leaving for Chicago.

We are pleased to note that Mr. W. McBride, H. M. of Richmond Hill High School, has succeeded in securing a nucleus for a "Library of Reference" in connection with the school. Last term they raised \$17 by subscription, and obtained \$17 more from the High School Board. This term they engaged Mr. J. W. Bengough to give one of his well known humorous sketches, and collected \$81 at the door.

The Rev. R. L. Stephenson was elected Chairman of the Perth Board of Education for 1882. At the subsequent meeting F. L. Michell, Esq., Inspector, reported favorably on the results obtained by the teachers in the Public Schools, and also on the considerable increase in the attendance during the past year.