

the digestion sharp and powerful, and the whole physical man developed into the fullest health and vigor. Look at the achievements of the British army and navy. Their soldiers cannot be surpassed in toughness and endurance because they are fond of exercise, and love the fresh air. Great Britain is largely indebted to the foot-ball contests at Eton, the boat-races on the Thames, and the cricket matches on her downs and heaths, for the splendid dominions which she possesses in every quarter of the globe. "Morning drum-beat, following the sun, and keeping company with the hours, circles the earth with one continual unbroken strain of the martial airs of England." Why? Because her people cultivate self-reliance and their breeding develops endurance, courage, and pluck.

Children cannot be happy where they are not comfortable. For comfort a frequent change of posture is necessary. The young, when at play or when their time is their own, stand much more than they do at most schools. They should, therefore, stand when saying their lessons, and, if they wish, when learning them. They should not be allowed to lean over their desks. They should be taught to sit as upright as possible, especially when writing. Their shoulders should be well thrown back, their chest expanded, and their carriage erect. A few minutes' drill every day from the "Monroe Manual" will have a beneficial effect. Variety is the spice of life. At some lessons let the pupils stand, with their arms hanging by their sides; at other lessons, with their hands behind them; at others, with their arms folded before, and still at others, with their arms folded behind them. No lesson should occupy more than twenty minutes, and at each change of lesson there should be a change of posture or place. A change of room, where feasible, is a capital thing to relieve the monotony.

Some of the pupils may act as school-officers, whose duty may be to assist the teacher in the mechanical work of the school. They can assist him in marching the scholars in and out, in collecting and distributing writing materials, in the supervision of the children upon the play-ground, &c. The officers should be elected by their school-fellows, the absence of bad marks for at least one month preceding the election, being the qualification for office. The term of office should be short, so that as many as possible might have an opportunity of serving, and no one would have to wait too long for a chance of the distinction. An election of officers might be held weekly. The carrying out of methods such as these will interest the scholars in their work and in the good government of the school. It is a good idea to have a picnic once or twice a year. It helps by force of association to endear the little ones to their school, and creates a sort of *esprit du corps*, which may be turned to good account.

The monthly publication of marks in the newspapers stimulates to good conduct and industry. Have also a spelling and a reading match now and then, and publish the results with the names of the competitors in the public press. It is a good idea to form the school into a literary society for a few hours about twice a month. Let it elect its own president and secretary, and conduct its own business. However, the teacher should carefully watch its proceedings, and reserve to himself the power of vetoing. Readings and recitations from standard authors, discussions upon the meaning of passages in their productions, and original essays should form the order of the day. The members should also criticise each other's performances, pointing out their excellencies, and kindly drawing attention to their defects and suggesting remedies. Previous to the close of the meeting, the teacher should review everything that has been done. While the meeting is in progress, the younger children, who do not understand the subjects before it, and cannot therefore be expected to be interested in them, could be engaged with a box

of toy letter-cards, which can be purchased from 60 to 80 cents, in some of the many letter or word games, such as "word-building," "out in the cold," "puzzle your neighbour," "the travelling letters," "patchwork," "loto," "the spelling match," "syllabication," "letter-pool," &c. It may be argued that most school children are not sufficiently advanced to conduct literary discussions. They may be a little awkward at first, but, I believe, if they are properly trained, they will soon learn. Every school should have a library. Good wholesome literature should be placed in the hands of the young. Give them the works of Shakespeare, Ben Jonson, Sterne, Goldsmith—every boy and girl should read the "Vicar of Wakefield,"—Tom Hughes, Kingsley, Marryatt, Cooper, Dickens, Thackeray, and Walter Scott. Give them a taste for such reading, and they will have no wish to indulge in the trashy literature that circulates so freely. Their characters will be moulded by their reading. Above all, give them the Bible. Do not neglect religious teaching. Well spoke George Washington when he said: "Reason and experience forbid us to expect that national morality can prevail in the exclusion of religious principle."

"I prefer," said Dr. Arnold, "that my pupils should drink from a running stream rather than from a stagnant pool." The teacher should prepare each day's work carefully, in order that he may be able to stand before his classes fresh upon each topic, thoroughly master of it, and able to throw life, spirit and snap into his teaching.

Let the pupils go home at 3 o'clock p.m. instead of 4 for good behaviour, and when their work has been well done. This will be found to operate much better than keeping in for unlearned tasks, and with this stimulus they will do their best. At any rate, five hours a day and five days in the week is long enough for the school to be in operation. The Protestant teachers of the Province of Quebec, at a meeting held in Montreal, in 1876, were deliberately of this opinion. The arguments adduced in favor of the five hours system were convincing. It is supported by many of the very best practical teachers and many of the highest educational authorities. Wherever it has been tried, both in town and country, it has been eminently successful.

It is to be hoped that the day is not distant when all our schools will emulate the excellent example set them by Winnipeg and some other places in the matter of school-houses, school-furniture, apparatus, play-grounds, &c. The desks should be comfortable. They should be provided with foot-rests to protect the feet, as the air is always cold close to the floor. The seats should always have good backs. It is of the utmost importance that the school-room should be well ventilated with openings as near the ceiling as possible.

A pleasing manner is indispensable to the teacher. "Thank you, my dear," said Lundyfoote to the little beggar girl, who bought a penny-worth of snuff. "Thank you, my dear, please call again," made Lundyfoote a millionaire. Courtesy, refinement, and gentleness are as effectual in rendering the school-room attractive, and in winning the hearts of children as they are in promoting their possessors' advancement in life. These qualities are too much neglected in the education of youth at the present day. They should certainly be imparted to the children. "Give a boy address and accomplishments," says Emerson, "and you give him the mastery of palaces and fortunes wherever he goes; he has not the trouble of earning or owning them; they solicit him to enter and possess." A good address can be best taught by example. The way to teach the young to be polite is to treat them with politeness. Every one should be as polite to a little child as he should be to the Queen. A teacher should not acquire his manner from the study of artificial rules of etiquette. His courtesy should spring from a good heart, and from a sincere and earnest wish to be agreeable to his fellow-creatures.