

will feel his inefficiency so acutely while his memory is being loaded with unappropriated information, that he will fret and worry until he falls ill, either before or after the requisite quantity of "learning" has been deposited in his memory. There can be no such thing as real brain-work without power, and such power implies mental training following upon healthy growth. It is in practice a grave error to suppose any brain may be developed by mere exercise. The result of an attempt to develop it by this agency, especially in advanced youth, is more likely to ruin than to improve it.—*The Lancet*.

HOW TO KEEP THE LITTLE ONES EMPLOYED.

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Read before the Teachers' Convention, Sherbrooke, July, 1882.

Let us imagine ourselves in a school of four, five, or six distinct grades, with but one teacher for all. The term has just begun and about ten or twelve new pupils have entered. They have never been in school before, and can do nothing but gaze round the room or talk to their neighbours. The teacher has only time to give them two, or at most three, short reading lessons during the day. What are they to do while the other classes are reciting? They must not be idle, for we all know that "Satan finds some mischief still, for idle hands to do," and even if they can sit quietly without getting into trouble, it is not good as an early training. Let us suppose that the teacher has taught them, as a first lesson in reading, the four little words *is, it, in, ill*. You will at once see by this supposition; that I take it for granted; that no teacher tortures herself and her pupils, by teaching them all the letters of the alphabet before allowing them to try words.

After having spent ten minutes in teaching these four words, write the letters *i, s, t, n, l*, on the black-board, and allow the class to copy them singly first, and then combine them into the four words. This will keep them busy for some time, and in a short time they will be able to copy, from their books or from cards, the first two or three lessons; and in about a month they will be able to copy *any* lesson. Two or three minutes after the reading lesson, to put the new letters on the board, and give a few directions, and two or three minutes more when the next