

instead of trying to carry the subject. I cannot close this article without an appeal to all who have under their charge the training of teachers.

It has been shown me so clearly that an entire college can be kept from doing its best work through this mistaken brain impression of nervousness in reciting, of dread of examinations, and kindred excitabilities, unnecessary, and yet travelling from one mind to another with the rapidity and with more certainty than any physical epidemic, however malignant.

One girl tries to recite before a large class; every other student believes it incumbent upon her to be delighted that she is not the victim, and to commiserate the nervousness of her fellow student, until it almost seems a sign of unwarrantable egotism if one is not "nervous" about a difficult recitation.

So it is with examinations: every one expects every one else to be nervous, and of course every one is. As I have said before, there is nothing so contagious.

A change may be accomplished by a repeated impression of this fact: "I am here to recite: the more I am criticised the more clearly I can see my mistakes, the better work I can do; therefore, the more I am criticised the better; it follows then that if I have common-sense I shall want to be criticised." Also with examinations: "I am examined to find out how much I know—I wish to be examined, that is what I am here for—if I fail it will show that I need more study, or a different sort of study; therefore I am glad to know it; if I succeed it makes assurance doubly sure; there is nothing to be nervous about."

It seems simple, almost childish, that the repetition of an impression such as the above words signify should be necessary to grown students. But the repetition of the words over and

over is dignity itself, compared to the other impression which they contradict, and which is sadly, one might almost say shockingly, prevalent in schools and colleges. And would not the result of the more rational brain impression be a teacher who would have more power and a clearer vision for all future pupils? Perhaps fifteen minutes' work given every day by a college collectively to gaining free muscles, and quiet nerves, would help greatly to bring about a more normal state of nerves in students, and in teachers to come.

I say perhaps, because it would be of little or no service unless led by teachers who were in sympathy with the more natural way of living and working.

If carried on daily with that spirit could there be, just now, a better or more sincere form of morning prayers?

It should lead to a restful activity with a normal re-action from the best work, bringing one rhythmically back, fresh for new work to come. We certainly need to remember that we should pray physically and mentally as well as spiritually.—*The Educational Times*.

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Good example always brings forth good fruits.—*Samuel Smiles*.

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It is not a good sign for the teacher to talk a great deal in the school-room. Some seem to feel that teaching consists in telling; let such remember Joseph Payne's words; teaching is self-learning. Education is a finding out process. In all good schools the voice of the teacher is heard but little and then mainly (1) in direction, (2) criticism, (3) questions. At stated times he may give information; for example, things he may have seen or read—but he will do this with much care, and only when there is a decided appetite for knowledge.