

brings his pitcher of beer from the hotel or shop cannot teach temperance, and should have no place in our Canadian schools.

But as this subject is new on the programme the question naturally arises when should the teaching begin, how shall it be done, and in what order should the work be taken up? In this every teacher must use his individuality. Know the work thoroughly. Have a definite plan and follow it faithfully. Teach it with the purpose not only of imparting information, but of doing it so that the children will be stronger and firmer in the love of right. Try to train the children to unselfishness by holding up the good of the community, appealing to their reason, demonstrating the truth of every fact advanced by experiment or any means that will make the matter thoroughly plain to, and likely to be remembered by them.

The teaching of temperance is so closely allied to physiology and hygiene that these subjects must receive due attention. But I think I hear a teacher saying, "Those subjects don't count on the examination." Let the parents see you are doing good work, making their boys manly and likely to be good citizens. This is the purpose of the school. If you do this well you may snap your fingers at examinations. In this respect the Inspector will aid you to educate the community.

When shall we begin? As soon as we are able by familiar conversation, illustration or other means at our command to lead the children to have a clear understanding of the matter we are desirous of teaching. The second book class is not too young. The teacher can make many of the early object lessons have a direct bearing on this subject. Make *all* the lessons in fact, as far as possible, object lessons. Let the teacher use blackboard and chalk, chart or

any other means he can to make the lesson clear, real and interesting. The pupil should put the outline and important points neatly in his note book—for present study and future reference. The fact of putting down the work on paper knowing it is to be preserved will help to make the impression of the lesson stronger.

What line shall we pursue? Every teacher's individuality must decide that point. I shall try as briefly as possible to give an outline that to me seems the best. I would strive to follow along two lines. 1st. Our natural food and drink, why we need them, what they are composed of, how the body is constructed, nourished and kept in health. 2nd. Artificial drinks, their composition and effects on the different organs of the body. I propose to outline two courses, one in each line, and leave the matter with you.

The subject of one of my familiar chats with the children might be, say one of those coloured plates issued in England during the British expedition to Khartoum—children are fond of bright things, and having got them to examine and describe carefully and fully the different objects presented, describe the desert march across the country at the bend of the Nile, the sufferings of the troops for water, the terrible fight by a party to reach the Nile to get water for those who were fighting, their march back and any incident that brings out vividly man's great need of water. All over the world every body needs it. Why do we need to drink? One urchin speedily solves the question. Because we are thirsty! Yes, but why do we become thirsty? Many have never thought of that. Now comes our opportunity. A very large part of the body consists of water, most of the blood, a large percentage of the muscles, and even the bones contain about 10 per cent. of water. What