

unruly scholars are sometimes detained in the school-room, and the teacher is necessarily led to spend his recess in-doors. In walking across the floor, boys intentionally or heedlessly get into the habit of making distinct reports with the heel and toe,—a trouble which it is difficult to remedy. Not only among scholars, but among grown-up people, there are many who always ascend the stairs with scuffling; and I am at a loss how to cure this. When a pupil goes across the room with a heavy tread, I am accustomed to call him to me, and to ask if I am not as heavy as he is. Being answered in the affirmative, I then inquire, lifting my foot, if my boot is not as thick. This being clear, I am able to make him understand that he can and must make all his movements as quietly as I do. But the point to which our attention is chiefly called is quiet in the school-room; and I confess that, with many years' experience, I am satisfied that a deathlike stillness in the room is not to be desired. There are times when all the pupils are so busily engaged in study that the clock may be heard to tick plainly for half an hour; but this stillness arises from the nature of the work going on, and from intense interest in it. At another time some stir and noise will indicate the same measure of interest in another study; and, in every case, the noise which may properly accompany a study, or a method of instruction, is entirely unobjectionable.

Mr. Wheeler of Cambridge called for a display of hands on the part of those who require their pupils to go out and stay out at recess, and about half of those present responded. In a like manner it was ascertained that about one-third of the teachers go into the yard at recess.

Mr. Mansfield of Cambridge. I have been informed by visitors that my school is remarkably quiet, and yet I am not accustomed to give many directions respecting stillness. I desire a still school, because noise is generally distracting to pupil and teacher, but yet do not believe in having much machinery at work to insure it. Why should not quiet prevade the room; A scholar is at his desk with a specific task to accomplish. He may consult this book; use this slate; open the lid for some desired aid in his study; but what should we think of some person here, who, while our discussion is going on, should drop a book from his hand several times, or knock a slate from a table? The acts would be very careless or very culpable, and we should exercise whatever authority we might possess to prevent their recurrence.

We do not want our own children to be rude at the table, kicking or pushing or speaking unbecomingly; nor do we on the other hand desire them to meekly move about as if they had no privileges and no pleasures at home.

The work of the school will proceed with the least friction when the pupils are permitted to act naturally, without undue restraint; but conscious of one another's presence, and with regard to the object for which they are assembled. I should not require my pupils to walk upon their toes habitually, but should expect them to do so whenever they would cause disturbance by walking as usual. Every person is bound in courtesy and propriety to make as little disturbance as possible, but is not to be kept in painful posture or forced stillness. It is to be feared that some teachers are giving so much attention to the mechanism of the school-room that the pupils lose sight of the true purpose of the school, and are called upon to think more of the manner in which they must sit and walk than of their studies. Let them understand that here is the work to be done, and here are the means of doing it, and they are to let nothing occur which shall delay its accomplishment.

Mr. Hagar of Salem. Reference has been made to the buzzing sound often heard in the school-room. I am generally led to believe that the method of study is wrong when this is heard. The pupils are committing words to memory; and, as one sense may aid another, the hearing helps the sight.

Most study should not be of this kind; and whenever a person is deeply engaged in tracing out a chain of reasoning, or is developing his own thought upon any subject, the harder he thinks, the stiller he is. If I assign a lesson to be learned, it is not with the design of having it mainly memorized, but studied and understood thoroughly.

In respect to walking, I recollect that in one town, as the result of the school training, persons might be seen cautiously travelling the streets with their hands folded behind them, and walking on tiptoe. The walking ought not to be so affected by any school requirements as to disturb the natural gait, and the pupils ought not to be obliged to retain a particular attitude for any length of time. In a certain primary school the little ones were never allowed to sit with their knees crossed; and when a little girl in a moment of weariness did so, the teacher placed her in her own chair at the desk, having the knees kept in that position, and then ordered all the other scholars to point at her and hiss.

There is such a thing as having so much order that it is in reality disorder, and this is to be avoided as carefully as too great laxity. Every teacher should have his school under his control, and be able to secure perfect stillness, or uniformity of position and movement, when desired. Two rules lie at the basis of all others respecting order: First, that degree of it should be maintained which is most favourable to the great design of the school; and, second, individual comfort should be secured. No positive standard can be established. In a small school, liberties may be allowed which cannot be in a large one; and one class of pupils may be permitted far greater freedom than another.

As respects position in recitation, it is hardly becoming for the teacher to sit with his feet upon the table; or for the student to recite with one foot on his seat, his elbow on one knee, and his head resting on his hand; yet these were the favourite positions of instructor and instructed at a recent examination in a New England college.

Mr. Wheeler of Cambridge thought the Grecian Bend must have originated in the town where the people walked on tiptoe with their hands behind them. He was in favour of a pretty still school, and would place his standard as this: Every scholar ought to so deport himself as if he were the only one in the room, for a school is not the place for social intercourse. No pupil should be permitted to obtain assistance from another, because it is an unfair demand upon the latter's time, and the help is in danger of being worse than none. The principal cause of noise in walking arises from the rapidity with which scholars move toward the door. They come in more slowly and more quietly; so that if slow movements can be secured, the disturbance produced in this way will be overcome.—*Massachusetts Teacher*.

## 2. AN ENGLISH MASTERS' VIEW OF SCHOOL PUNISHMENTS.

In these days, it is difficult to know whether the subject of punishment should be approached with tears or laughter. There is something so comic in the reaction against the old-fashioned hang-draw-and-quarter-him process, which certainly was no laughing matter, that it is almost impossible to be grave. A school is pictured by some as a troop of little angels, eager to learn, more eager to imbibe goodness, all hanging on the lips of their still more angelic preceptors. If these celestials ever do need rebuke, shame is at once sufficient; and shame is produced by a gentle but piercing glance (all school-masters have eyes of forty-angel power): the victim retires to weep in silence, until he is ready to receive the forgiveness the thoughtful teacher yearns to give, and is only waiting till the fourth pocket-hankerchief is wetted through to give it.

But in sober seriousness, this very difficult question merits the closest attention, is full of practical puzzles, and cannot be disposed of lightly, whatever the conclusion arrived at may be.

As a fact, a great school from time to time receives all the evil of the worst homes, as well as all the good of the best. What is to be done with it? The boys are sent to be trained: the angelic theory obviously will not work. The easy way of getting rid of the difficulty is to cut the Gordian knot, and dismiss a boy directly, as soon as he gives real trouble. But if this is done, what becomes of the training? Clearly, the boys who are dismissed are not trained: neither are those who stay behind; for is this summary process likely to have a good effect, when they see every difficult case got rid of instead of conquered? Besides, boys know little of the future, and think less; if the present is unpleasant, they are almost always ready to leap in the dark—that is, bad boys are, and dismissal would soon lose its terrors for the bad in consequence. Moreover, boys are very jealous about justice, and there is a rude rough sense of what is just amongst them, that is seldom far wrong in its verdict. They will not consider this clearing process justice. No boy ought to be dismissed from a great school until he has given cause for judging that the school power and influence will not reclaim him. The school is a little world of training, because good and evil are in their proper positions in it—good encouraged and predominant, evil discouraged and being conquered,—not because evil is rudely pitchforked out of it. This, if hastily done, destroys the true training power. There is no doubt that the getting rid of a bad boy at once, without trying to train and reclaim him, saves masters a great deal of anxiety and a great deal of loss. If masters consulted their immediate worldly interests, they would get rid of a bad boy at the first opportunity. There is nothing so disastrous at the time as keeping a bad boy. As long as he is in the school unreclaimed, he is putting their best plans and hopes in jeopardy—bringing discredit on his house and class, and risking their reputations. The more so, if he is really bad, more frequently than not, when in the school and after he leaves it, both he and his are vilifying everything there with an animosity that only disappointed