

in his undignified rush after his intended victim, fell or hurt his leg against the corner of a desk, a wild cheer from the entire school showed that the boy had the sympathy of his companions. On rare occasions—too rare—we were treated to an unexpected entertainment, when a large boy rebelled against the injustice of the teacher, and gave a whipping instead of receiving one. Such an event enabled us to bear the evils of our condition with resignation. Humor would assert itself even under the most unfavorable conditions. We would laugh when a boy cried in a new key, or rubbed the injured part of his body with unusual energy. Agony became so common that we laughed at any of its remarkable characteristics. The school-room humor of early days was grim in character and restricted in quantity. The boy was excusable who called his poem on the departed teacher, "The Loss of a Whaler." Probably the best story of genuine humor associated with the rod is that told of the boy whose master, hearing a noise behind him, turned suddenly and seizing the boy whom he suspected, proceeded to give him a severe whipping. The more vigorously the blows were administered the more heartily the boy laughed. At length the irritated master shouted, "What are you laughing at, sir?" "I was laughing at the joke on you; ha! ha! ha! you're whipping the wrong boy."

Fortunately for the boys, whipping is not now regarded as the only disciplinary agent, or as the best, except in peculiar cases. It was hardening in its general effects on character. The attitude of the boys towards the master and his administration of punishment were fully and graphically expressed by the reply of the little fellow who, when his teacher said, "Do you know why I am going to whip you, sir?" replied, "Yes I do. It's because you're *bigger'n* I am."

The spirit of the school-room has changed. The wise teacher encour-

ages pure fun, and laughs heartily at every occurrence, or remark, or humorous story that comes properly to enliven the life of the school. Children are trained to stand up before the class and tell good humorous stories, and this exercise is infinitely more developing than the old-fashioned means of cultivating the power of oral expression.

It might naturally be supposed that, next to the physical affliction periods the most unlikely time for humor to come into a school would be during the religious exercises. The natural seriousness of these exercises is sometimes disturbed, however.

"Who made you?" asked a primary teacher. The little girl addressed evidently wished to be accurate in her reply; "God made me so long,"—indicating the length of a short baby—"and I grewed the rest."

The word altar occurred in the Scripture selection. "What is an altar?" said the teacher. "A place to burn insects," replied an honest boy. "Who were the foolish virgins?" brought the prompt answer from a wise little girl, "Them as didn't get married." The Mormons were preaching in an English village, and the teacher properly directed the moral teaching of his school to the prominent evil of the time. As a basis for his remarks, he decided to ask a few preliminary questions. "Boys," said he, "can any of you quote a verse from Scripture to prove that it is wrong for a man to have two wives?" He paused, and after a moment a bright boy raised his hand. "Well, Thomas?" said the teacher, encouragingly. Thomas stood up and said solemnly: "No man can serve two masters." The questioning ended there. A teacher said to her class, "Whom do you especially wish to see when you go to heaven?" "Gerliah," was probably the most candid answer she received. There was no hypocrisy in the boy who longed to see the great giant who had been defeated by young David.