

all the better ; it will cultivate the taste of the children to enjoy the best. Of course teachers as a rule feel that no help of this kind can be secured, but will it not pay teachers to make an effort to secure the help ? Those who are willing to make the effort are usually rewarded because the public, especially the philanthropic, believe them to be interested in the welfare of the school, and thus interest on the part of others is aroused.

—HOW I REACHED ONE BOY.—When I began teaching in L—, I had in my room that dreaded object, a mischievous boy. He was not a bad boy by any means; but his whole mind seemed to run to fun. My work was constantly interrupted by Bert's mischief, and failure seemed sure unless something could be done with that boy. After careful thinking I concluded that moral suasion would do no good and resolved to try severity. I punished until it seemed as if he must of necessity reform, but he only grew worse. My method could not be the right one and so I stopped using it and began to study the case seriously. One day I asked the children all to leave the room at recess excepting Bert. When we were alone I called him to me and explained to him that fun harmless in itself would ruin a school. Then I talked about influence. Told him I knew him to be a splendid boy when he controlled his love of mischief. Told him how hard it was for me to govern the others when they saw him disorderly. Here he began to show signs of interest, so I continued to show him in what a difficult position he was placing me and ended by asking, "Won't you try to control your love of fun for my sake, Bert?" The reply came slowly, "I never thought of it like that, Miss Dean, I guess you won't have any more trouble from me." Bert was only an ordinary boy of fourteen, punishment failed, but the idea that he was doing it for me and that I needed his influence in the school was a new idea, and it conquered.—*School Journal*.

—ONE of our exchanges asks the pertinent question, "Do we give sufficient attention to the postures which children habitually assume in standing or sitting?" Of course all say with one accord that in the education and development of the child there is no influence more potent than habit. We also recognize as valid the fundamental law, a dictum of modern psychology, to the effect that mind and body are under a relationship of reciprocal causation—that body acts