

PREPARED FOR A WHIPPING.—*Zion's Herald* tells a story of old-time discipline at Wilbraham Seminary when Rev. Dr. Fisk was the presiding officer: "There was one minister's son, now in the New England Conference (and a very faithful and useful pastor he has been), a member of a large ministerial family, who in his academic days was as full of mischief as the proverbial minister's son is supposed to be. He taxed the well-known elastic patience of Dr. Fisk to the last degree. Finally, the doctor said to him, after a capital act of misconduct: 'You must prepare yourself for a severe whipping.' When the appointed time came the doctor was on hand, very much more affected, apparently, than the irrepresible mischief-maker. After a solemn discourse in that most melting tone of voice that no one can forget who ever heard it, the doctor drew his rattan and laid it with considerable unctiousness upon the boy's back. Nothing but dust followed the blow. The subject of the discipline was entirely at his ease, and evidently quite unconscious of the stroke. 'Take off your coat, sir,' was the next command, for the doctor was a little roused. Again whistled the rattan around the boy's shoulders, but with no more effect. 'Take off your vest, sir!' shouted the doctor. Off went the vest, but there was another under it. 'Off with the other!' and then, to the astonishment of the administrator of justice, he exposed a dried codfish, defending the back of the culprit like a shield, while below there was evidently stretching over other exposed portions of the body a stout leather apron. 'What does this mean?' said the doctor. 'Why,' said the great rogue, in a particularly humble and persuasive tone, 'you told me, doctor, to prepare myself for punishment, and I have done the best I could!' It was out of the question to pursue that act of discipline any further at that time. And it is doubtful whether it was ever resumed again."

—A student at the Theological Seminary at Andover, who had an excellent opinion of his own talent, on one occasion asked the professor who taught elocution: "What do I specially need to learn in this department?" "You ought just to learn to read," said the professor. "Oh, I can read now," replied the student. The professor handed the young man a Testament, and pointing to Luke xxiv. 25, he asked him to read that. The young man read: "Then He said unto them, O fools and slow of heart to believe all that the prophets have spoken." "Ah," said the professor, "they were fools for believing the prophets, were they?" Of course that was not right, and so the young man tried again. "O fools, and slow of heart to believe all that the prophets have spoken." "The prophets, then, were sometimes liars?" asked the professor. "No. O fools, and slow of heart to believe all that the prophets have spoken." "According to this reading," the professor suggested, "the prophets were notorious liars." This was not a satisfactory conclusion, and so another trial was made. "O fools, and slow of heart to believe all that the prophets have spoken." "I see, now," said the professor, "the prophets wrote the truth, but they spoke falsehood." This last criticism discouraged the student and he acknowledged that he did not know how to read.—*Groser, in "Methods of Instruction."*

—I have great faith in good books. If the first aim of a public school is to make men better workers, the second is to make them better thinkers; and for this purpose the young mind must be brought into correspondence with the thoughts of the great men who lived in former days, and of those who are still living. Very little of the arithmetic which children learn at school can be made available in after-life. The puzzles of the "Mental," which they solve with so much patience and execute with so much dexterity, are fortunately strangers to the desk of the commercial clerk. Their feats of analysis and parsing are never to be repeated among the contests of actual life. Nine-tenths of what they have learned as geography will pass away as the morning cloud and the early dew. But a taste for good reading, once acquired, will last for life; will be available every day and almost every hour, and will grow by what it feeds on; will so occupy the time of the young as to rob temptation of half its power, by stealing more than half its opportunities; will give a keener zest to every pure enjoyment; will be a refuge and a solace in adversity; will spread from man to man, and from family to family, and finally will not perish with the individual, but descend from the fathers unto the children to the third and fourth generations.—*M. A. NEWELL.*

—While so much is being demanded of teachers, why should they not demand in return? something more than twenty-five or even seventy-five dollars per month? The sympathy and encouragement of parents is every good teacher's right. But until one has taught school he will have no idea how many incompetent (to put it mildly) parents there are. I think parents should be informed when their children are wilfully disobedient at school. All children have some pride and dislike to take home a note telling of their misconduct; and I do not remember of a single instance where I have sent home a note, that I have failed to see some good result. Yet it makes the correction of a child's habits seem a thankless task, when on informing the father of the child's misconduct, he, highly indignant, in reply sends a very impolite and ungentlemanly note, and imparts the rather startling news, that he could soon obtain sufficient names to a petition for your removal. I don't think that the petition was circulated, but I do know that the child improved, and in a few weeks the father personally asked that I should report all misconduct, as he did not want his children to be troublesome in school. And what a help and encouragement it is to be heartily thanked for informing a parent of his child's delinquency! Yet we must work on, sowing many seeds, and hoping enough may bear fruit that our labor be not in vain; and trusting that those who appreciate us now will have still more reason to do so in the future, and that those who do not will sometime receive their sight.—*J. M. P., in National Journal of Education.*

WHAT AND WHY.—It is the disposition of intelligent thinking to take nothing for granted. The realization that human life, in all its departments, should ever be a living toward what is more truly good and largely useful, gives to mind a quality that questions the wisdom of the established past, and searches the present and the future for the possibilities of better things. That a custom exists is not a proof that it is wise and right. That a bygone generation believed this or did that, is not a sufficient reason why a succeeding age should think or act in the same way to the same end. In these latter days, particularly, life crowns, and there is more than ever before the necessity to "prove all things, and hold fast only to what is good." This is peculiarly the duty of the teachers. They are the keepers of the gates that open into active life. It is largely under their training that children are fitted or unfitted to live their lives in happiness or usefulness. If teachers would meet the demand their profession puts upon them, it is imperative that they consider the child's future needs in that busy life to which the school is the portal, and shape their instruction to the end of preparing him for the duties and enjoyments that await him. In addition to knowing what they teach, it is incumbent upon them to know why they teach it.—*Miss Rose C. Stewart, Oshkosh Normal School, Wis.*

—There is but a small per centage that uphold educational journals. And the excuses will show the teacher's estimate of his own profession. (a) Takes other papers or magazines. (b) Does not want to read about education. (c) They are all about one thing i. e., education, dry reading, etc. (d) Can't afford it—that is, one to four cents a week is too high a price to pay for fresh and valuable instruction. (e) Have taught one or more years without one. (f) Is going to teach but a short time. (g) Borrows one. (h) Have advertisements in them—that is, sorry to have the publishers make any money. (i) Have no time to read them.—*N. Y. School Journal.*

—The surgeon to the British National Training School for Music advises that a pupil should be taught to sing as soon as he can read. He adds, however, that the lessons should last only for fifteen or twenty minutes; that the voice should be practised only on *solfeggi* or on open vowel sounds; and that the range should not exceed an octave, or, better still, should at first be limited to exercises on the notes E to C. Children, he says, should not be allowed to sing songs except those written within the same moderate range—a hint that might be taken with advantage by the composers of rhymes.

—"Mother," said a little square-built urchin about five years old, "why don't the teacher make me monitor, sometimes? I can lick every boy in my class but one."