

I have? (All hands up again).
George may tell us.

George—Apple.

Teacher—If I were going to tell you that Maggie had a bird, I would say something besides bird, wouldn't I?

Mary—You would say, Maggie has a bird.

Teacher—That is very good.

George may try again.

George—You have *an* apple.

Teacher—Why did you say *an* apple?

George—Because apple begins with *a*.

Teacher—That's right, and was said so nicely that I must write it on the board. I wonder if anybody can tell me what this is?

Henry—That is *a* ruler.

Teacher—Why did you say *a* ruler?

Henry—Because ruler don't begin with any of the letters on the board.

Teacher—Henry has the correct idea, but his sentence is not good. Who can improve it?

Minnie—Because the word ruler does not begin with *a, e, i, o, u*.

Teacher—That is better. But, do you mean, Minnie, that the word ruler does not begin with all of these letters or that it does not begin with any one of them?

Minnie—That it does not begin with any one of them.

Teacher—Well, we should say: Because the word ruler does not begin with *a, e, i, o* or *u*; and we will have a lesson some day about the reason why we put that little word *or* before the last letter. Now, I will give you fifteen minutes to write every word you can think of that begins with *a, e, i, o* or *u*.

These words I take down in a scratch-book, write them on the board next day, and have the children make sentences about them. I always get the objects, if possible, but I never exhibit or speak about more than one object, or, at least, one class of

objects at a time. If the object you select be an apple or an envelope, the greater variety you can get will arouse the most interest. I generally get from four to eight sentences about each object, descriptive of its shape, weight, size, colour, uses, etc.

I have found no trouble in teaching them the correct uses of *is* and *are*, and similar words in like manner. With a vase of pretty flowers on your desk (any child will be interested in flowers, for boys love flowers just as well as girls do), it is not hard to get them to understand that one rose *is* pretty, and that two, five or any other number except one *are* pretty.—*Texas School Journal*.

THE TAUNTON SCHOOL WHIPPING CASE.

The case of the boy Rockett against Henry F. Burt, principal of the Bay Street School in Taunton, wherein Burt was fined \$15 and costs in the District Court, came up in the March term of the Superior Court on appeal, and after a full hearing was decided by the jury returning a verdict in favour of the teacher. The case has caused widespread interest, because of the principle involved, and, briefly stated, was caused by Mr. Burt whipping the boy at the request of a sub-teacher, who had been unable to punish him herself. She had told him previously that unless his spelling lesson was perfect on a certain day, or, rather, if he missed a certain number of words, she should punish him, and probably felt bound to carry out her promise. Mr. Burt made no enquiries into the matter, but took the boy for punishment, and, as was alleged, whipped him severely, leaving black and blue marks.

The charge of the court (Judge Dewey) to the Jury was interesting and instructive. The judge said that the defendant, as principal of a public school, had the right and the duty to