

An Automatic Castigator.

The system under which, according to the school regulations of the Department, all castigation must be done by the principal and none by the assistant master, is strongly objected to by many principals, who do not wish to include the duties of a public executioner among the multifarious responsibilities of their position. X is weak-kneed and a poor teacher; his pupils are impudent, and do not do their work. The principal has to belabour many of these pupils, when he would much sooner be belaboring X.

A method of solving the difficulty has at last been devised. An enterprising principal—an adept of wood-work and practical adaptations of it—has invented an automatic castigator.

This ingenious instrument consists of a strongly made chair, into which the delinquent is placed, and by which he is immediately gripped. A system of sliding bars and panels exposes that portion of the anatomy which is to be operated upon. A delicate mechanism regulates the number and intensity of the descending strokes of a good supple cane or quince rod, and an Edison phonograph is automatically set in motion, and reels off moral maxims, reproofs, and exhortations, which drown the cries of the culprit. No coarse manual labour is involved, no fatigue follows, as only a few levers have to be moved, and no struggling or wriggling is possible for the captive. All particulars as to sizes, terms, etc., and an illustrated descriptive pamphlet, may be obtained from Z, office of this paper.

A few feeling testimonials are appended:—

A well known and heavy-handed headmaster writes: "Your invention is admirable. It affords all the pleasure and satisfaction of corporal punishment with none of the attendant labour. I only hope corporal punishment by physical effort will not become altogether a lost art. Please send me two, both fitted with your patent flexible tawse."

A rising assistant-master writes: "How can I thank you for your invention? Previously, old A. has been able to make no impression on my pupils, but your Automatic has solved the difficulty."

An eminent Q. C. sends the following opinion:—"I do not think that you could legally be held responsible for any injury done by your Automatic Punisher. The chair alone could be brought to account (see the recent Treason Bill *passim*)."

Jones minor writes (in a letter to his brother, which he was caught concocting during his Scripture lesson): "I'm dead off the Ortomatik Castygater. Old A. has never hurt me yet, but that blooming instruemint farely

made me howl. Plese ask mother to take me away from here, and send me to a school where they don't use Ortomatics."

The Bishop of Runtifoo writes: "I think all education can be summed up in two phrases—the Church Catechism and the Automatic Castigator."

A parent writes as follows: "I am much pleased with Tom's progress last quarter. I put it down entirely to the Automatic Castigator. If they had had such an invention in my schooldays, I should probably be commanding the Colonial Division by now. Please give it to Tom every Saturday morning, or oftener if necessary."—*Educational News, Cape Town.*

The Spelling Class.

"How do you teach spelling?" asked Miss A. of Miss B., the senior teacher in the village schools.

"Well," she replied, "I think some learn to spell by sight and some by sound and some by combination of the two. That is, we recognize the correct or incorrect spelling of a word just as we do a correct or an incorrect picture of a man. If a letter is gone in one case or an arm in the other, the picture is imperfect."

"But how does a child first come to know a correct picture of a word?" asked Miss A.

"By frequently seeing it and writing it. In reality he learns words as he learns faces."

"But are not some children very dull about perceiving and remembering exact forms?" again queried Miss A.

"There is no doubt about that," was the reply, "and so also in the recognition of sounds and their proper order. Some people never know one tune from another, and they easily forget the order of sounds in the spelling of a word."

"Miss B., please tell us how you have your class study and recite?"

"My grade you know is third year. My methods might not be adapted to higher grades, but this is what I do. I write the word on the board and have the pupils begin their study by spelling and pronouncing each word three times in concert and aloud. This is the ear work. Then they spend fifteen minutes in writing the words on their slates, copying from the board. This is the eye work. Then they recite by erasing the words from their slates and writing while I pronounce. While doing this the words upon the board are covered by a small curtain that slides upon a wire.

"After the spelling I pass around and mark the misspelled words, then draw back the curtain, have the slates cleaned, and the missed words reviewed by writing them several times upon the slates, after which the pupils come to me singly and spell the words orally. Then about once a week I give for a lesson only those words that have been misspelled."—*Intelligence.*