

the standing position corresponded more or less closely to that which Bernard Roth has named the gorilla-type of figure—abdomen protruded and head shoved forward. In the infant deformation is prevented by the constant movement and exercise of the muscles in play. In school, however, fixity of position soon tires out the muscles, throws the strain on the ligaments, and then uneven pressure on the vertebrae, which ossifies them and causes permanent deformity. The school seat should be such as to allow rest of feet on the floor, a proper support for the back, a desk with a slope of about one to six and a distance from the seat, the height being at the level of the elbows when at the side. The light should fall over the left shoulders of the pupils. Vertical writing affords a great improvement in position over the old style, but is not a panacea for a bad posture; it also requires supervision and frequent rests.

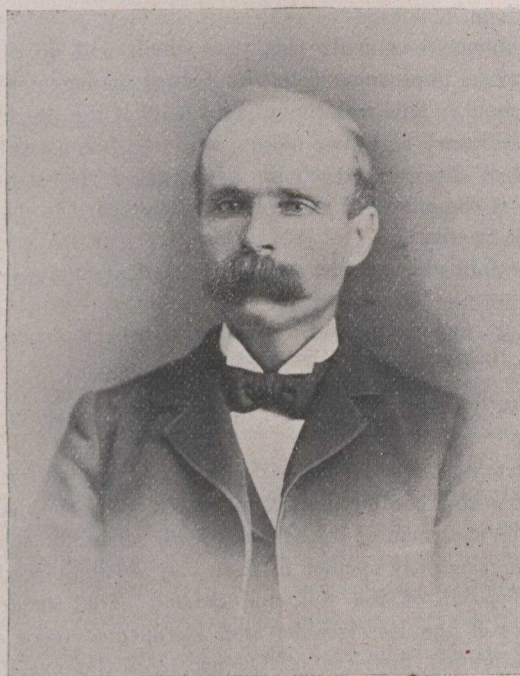
Mr. Samuel Thurber, of the Girls' High School, Boston, read a paper on Secondary English Training. He holds that language is only absorbed simultaneously with the acquisition of ideas. Only through the literature which interests will language be learned. Literature, supposing it well chosen, is made interesting chiefly by being well read. The language-sense is reached and touched through the voice. The English teacher must have considerable acquaintance with literature, must know an abundance of good pieces, and must be able to commend them by his reading. Mr. C. C. Thach, of the State Polytechnic Institute, Alabama, says that an effort to impart a good English style by study of the classics often results in an English that never was on sea or land. The study of grammar is excellent disciplinary work, but philosophizing about language is not learning the ready use of the language itself. What is needed in teaching composition is more practice; more of the method of the gymnasium, of the studio, and of the laboratory.

In Denver, Colorado, the records of corporal punishment for the last fourteen years have been tabulated carefully along with the thermometer, barometer, wind, and precipitation readings of the Weather Bureau. The amount of misbehavior was pretty much a constant quantity, the amount per month being proportional to the number of days in the month. The state of the thermometer, barometer, and humidity of the atmosphere seemed to be of very little influence. High winds, however, were shown to be accompanied by marked emotional excesses, as on days when the movement was very great five times the ordinary number of youngsters received their whippings. Prof. Dexter, the writer of the paper, did not conclude that the weather affected the pupil only, but presumed that the emotional state of the teacher, as affected by the same causes, had quite as much to do with the use of the rod.

Mr. C. H. Condon, Supervisor of Music, St. Paul, says that examination often reveals the fact that the great majority of children sing by ear. When concert-singing is done exclusively, only the natural leaders acquire the ability to read. After some drill the pupils will come to regard individual recitations in music as part of the daily work.

The primary teacher who has no kindergarten below her grade must incorporate the spirit of the kindergarten into her every-day school work, and so much of the material and occupation as is necessary to modernize her methods.—*American Primary Teacher.*

Sketch of Principal G. J. Oulton, M. A.



Geo. J. Oulton, M. A., Principal of the Moncton High School, and the retiring President of the Summer School of Science for the Atlantic Provinces, was born at Point de Bute, Westmorland County, on the 22nd June, 1852. He was educated in the schools of his native county, and began teaching at the age of 17 with a second-class license, having attended the Normal School at St. John at its last session in that city, prior to its removal to Fredericton. Three years after he obtained a first-class license. After teaching six years in his native county he resigned his school at Sackville in 1875 to enter Mount Allison University, from which he was graduated with the degree of B. A. In 1896 he obtained his M. A. degree.

Mr. Oulton is a progressive teacher. His ability, energy, zeal as a student, and his exemplary character have impressed themselves upon every school and community in which he has worked. His elevation to the leading position in the public schools of his native county, in which he has always taught, has been accomplished by those sterling qualities which have made him esteemed and respected alike by students and citizens. Mr. Oulton's constant aim has been to make his school work effective, and to this end he has unselfishly devoted his energy and time, and, when occasion required it, his own means. He is self-educated in the sense that he earned money to pay for his education. He raised the school at Jolicure, the first one he taught after obtaining a first-class license, to the rank of a