

system of imprisonment. Intellectually and morally, as well as physically, the child gains much less than it loses. And often the parents who need the child's services are inconvenienced. The teacher, too, is rendered more irritable, and the entire school suffers as a consequence.—*Ex.*

ROUTINE.

ONE of the important duties of teachers is to avoid falling into a rut of formal routine. This is hurtful both to themselves and to the children. To themselves, because it leads them into a habit of lifeless teaching certain to be ultimately fatal to their success; to the children, because it leads them to think that their study has no purpose beyond enabling them to go through their recitations creditably. Children are very prone to fall into the idea that they only study to recite. So many words to be learned from the text-book and held in mind long enough to be repeated, and that is all, they fancy, that need be expected of them. But the true, conscientious teacher knows that his pupils can make no true progress until he has taught them to study the *subject* as well as the book. And he knows that to do this effectively he himself must work independently of the book, using it simply as an instrument to aid him, not as a crutch absolutely needed to enable him to walk. The routine teacher is always bound to his book, and without it is like the lame man without his crutch; or perhaps, to alter the simile, like a vessel without a rudder; for he makes no progress, though he may seem to be advancing. The avoidance of routine is quite essential to true progress in teaching. The children must be taught the practical value of the lessons they are learning; taught that they learn in order to become wiser and better men and wo-

men, not merely for the sake of getting over each day's recitation. To accomplish this the teacher must give instruction by topics rather than by the strict order of the book, and himself labour diligently to acquire, for his own use, all the knowledge he can find outside of the book. Every new idea will aid in making the recitation interesting, which is a great help. A routine recitation is always dull.

OLD TIME SCHOOL DAYS.

"Please, sir, will you mend my pen?"

WE haven't been inside of a school-house for a good many years, and, musing upon the past, we wonder if a scholar ever sings out to the teacher, "Please, sir, will you mend my pen?" They used to, when we were a boy; and the teacher always carried a particularly sharp penknife, so as to be able to comply with the request. It had a white handle, and we used to think we would like one just like it. To be able to make and mend quill pens was one of the essential qualifications of a teacher in the district school, in the days when our young ideas were instructed in the target practice. Wanting in this, it would have been useless for a candidate for a teacher's position to have applied to the "Board" for an opportunity to board 'round.

It was a genuine pleasure to watch one of those old pedagogues make a pen. He would put his glasses on, and opening his penknife, carefully feel the edge. Then he would reach down and strop the blade dexterously a few times on his well-worn calfskin pumps—for they all wore pumps in the school-room in those days. They had to, to save their boots, poor fellows. Then selecting a quill from a bunch in his desk, tied up with a scarlet ribbon, he would cut off a portion of the feathered end to make it the desired