

On my way out, I passed a group of boys playing marbles. I stopped to watch the game, and fell into conversation with one little fellow, whose face I thought I recognized. He talked with me about the game for a moment, and then, as if a sudden thought struck him, pulled off his cap.

"What made you do that?" said I.

"Teacher says we always must, to old people." I would willingly have been twice as gray as I was, to hear that remark, and to see such a result of some one's good work.

"Have I seen you before, this afternoon?" asked I.

"Yes, sir. You have just come from my room."

So the good seed is bearing fruit already, thought I.

I afterwards learned, from frequent visiting in the building, that this teacher had so established the pleasant reputation of her room that children from lower grades looked forward to it as a sort of Mecca, in their pilgrimage through the course. I give the incident and experience for the help of young teachers, and I pray for the increase of such a spirit of kindly and beneficent rule in our schools.—A. N. Everett in *The American Teacher*.

THE BEST METHODS OF PUNISHMENT.

After the reading of the minutes, and other business, Mr. Taylor, from Battersea Training College, proceeded to read his paper on "The Best Methods of Punishment." He said that the methods of punishment in general use had of late years improved most wonderfully, the only punishment used to be that of the cane, sharp indiscriminate, unbounded. Now gentle measures were much more common. The objects of punishment were threefold: (1) the vindication of a broken law; (2) the preventing others from following a bad example; and (3), the reformation of the offender. The first of these should have no weight attached to it. The second was a sound reason, but, by itself, inefficient; the third, however, was a matter of very vital importance. The first two reasons were apt to make us always use the same punishment for the same offence, a thing which the third would not allow us to do—for the physician did not always cure the same complaint with the same dose. He would be thought clumsy if he tried to do so. In the same way the schoolmaster would not get on if he tried to correct the faults of very different characters by always using the same means. Offences might be classified into four divisions, which, indeed, overlapped and ran very much one into another: (1) Offences of carelessness, restlessness, listlessness, and trifling; (2) habitual forms of the former division; (3) such offences as wilful disobedience and damage to property; (4) grave offences, such as lying, thieving, indecency in word or deed. These offences must be dealt with, as had been said, with a view to the reformation of the offender, the other two objects of punishment might be left to take care of themselves. The best forms of punishment then were those which must reform the character. For the first division of offences, the ordinary rules of class management would be enough, and for these, and indeed for most of the others, indirect punishment—the word, the look, the loss of some little privilege, even the privilege which gives a good deal of trouble—were extremely valuable for some natures, and were most readily adjusted to the different characters we might have to deal with. Punishments were generally good when they followed naturally from the offences. A child ten minutes late might fairly be kept in ten minutes after school, a carelessly written copy should be re-written in play hours; but this general principle was not always true. A child irreverent at prayers must not be made to kneel down for a certain time; a child must not be made to hate his poetry by having an immoderate quantity given him to learn. A

system of marks and prizes had helped him marvellously in avoiding punishment, the only drawback being the trouble; but every form of punishment except the rod gave trouble, and the marks only took five minutes each Friday. Mr. Taylor concluded by referring once more to the cane. He did not mean that it could be entirely dispensed with, but the less it was used the better would be the discipline. It should be kept only for the gravest offences and the worst cases.—*School Guardian*.

The Teacher Must:—

1. Keep good hours. 2. Have plenty of sleep. 3. Walk, or take other out-door exercise. 4. Take this exercise regularly every day. 5. Laugh and be cheerful. 6. Avoid fretting over school troubles. 7. Devote at least one night per week to social duties. 8. Have variety, both of work and of recreation. 9. Wear loosely-fitting garments. 10. Avoid drafts of cold air and wet feet. 11. See that his sleeping-room (as well as his school-room) is ventilated daily. 12. Protect and preserve the eyesight. 13. Have shade over lamp or gas-jet at night. 14. Be clean. 15. Neither sit nor stand too much during school-hours. 16. Avoid round shoulders and expand the chest by the use of dumb bells, calisthenics, etc. 17. Sit and walk upright. 18. Take care of the teeth. 19. Eat plain nutritious food, and avoid pastry. 20. Have pure air, pure water, good food, light clothing, and moderate exercise. 21. Understand the functions of the different organs of the body, and not violate the laws of nature.

The Teacher Must Not:—

1. Eat too much. 2. Drink too much (avoid strong tea or coffee). 3. Smoke tobacco. 4. Drink intoxicating liquors. 5. Take drugs, and (so-called) "patent medicines." 6. Over-work either mind or body. 7. Read novels until 1 o'clock in the morning. 8. Keep school-room too hot or too cold (about 65° Fahr). 9. Take violent exercise immediately before or after meals.

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THE STUDY OF MENTAL ARITHMETIC.

The study of mental arithmetic, it seems to us, does not receive that degree of attention in our schools that its importance demands. There are many of our best schools in which this subject is not taught as a regular exercise in the grades above the primary. Why is this? Partly, no doubt, because it is crowded out. Teachers are obliged to use text-books of written arithmetic that have few or no mental problems, and neither they nor their pupils have hardly the time, it would seem, to take up a separate text-book on the subject. The result is, teachers content themselves with giving their pupils, from time to time, a few oral examples general exercises, etc.; and this is the amount of training pupils get.

Another reason why the study has been so largely discarded is to be found in the fact, that it has been so sadly mistaught by many teachers who persisted in loading down the solution of problems with long-drawn-out formulas and analysis that required minutes of dull repetition of verbiage, where seconds of brief but logical explanation would have sufficed far better.

Conducted in the old way the study became monotonous and tiresome to both teacher and pupils, and consequently both were glad to get rid of it. But, when properly conducted, there are certainly few exercises that pupils can engage in that are more stimulating to mental activity than mental arithmetic. It is a most excellent drill for obtaining fixedness of attention, both in the individual and in the class. It cultivates the memory, since the conditions of the problem and the practical results must held in the mind while the reasoning process and the calculation go on. It cultivates