

according to merit, including good deportment, punctuality and general proficiency. I mark regular attendance and good deportment with yellow colored crayons in shape of stars. When pupils are late or receive misdemeanor marks they lose that star for the day. Pupils who do excellent work in the different subjects receive a red star for each exercise that is well rendered. The yellow stars are marked above the horizontal line and red stars below the same line opposite respective names. Friday of each week I count these stars and award those who stand highest. The names on the honor roll are changed each month according to merit. We have competitive exercises each Friday in spelling, composition, arithmetic, writing. This adds zest to the work, and pupils become interested. Trustees have given grants towards such a worthy object. The chairman of the last School Board, who had no children at school, gave a grant voluntarily.

Just insofar as pupils become interested in their school work will tardiness, irregu-

lar attendance, laziness, disobedience and disorder disappear. Pupils will feel a general pride in the success and good name of the school. They will co-operate willingly with the teacher in all plans for the progress of the school.

The schoolroom must be made attractive and homelike. Pupils must be provided with outdoor and indoor amusements, guided by the teacher. If the discipline is felt to be based on high principles; to be vigilant and entirely just; to be strict without being severe, nearly all forms of punishment will vanish and pupils will delight to come to school. By all means respect the happiness of children. Cheerfulness, joyousness—the atmosphere of well ordered liberty—these things make the heaven where the child lives and in which all that is gracious and beautiful in character thrives the best.

The merit you are most concerned to encourage is not cleverness, nor that which comes of special natural gifts, but rather the merit of conscientious industry and effort.

## THE TEACHER ON THE PLAYGROUND

By R. R. Malloch

I commenced teaching in my first school during the winter term. I was very anxious to do my best and used to spend a great deal of my time planning and studying. I carried this so far as to take up all my recesses and a good part of my noons. It was my habit to eat my dinner by myself at my desk and then remain there until I called school. Consequently, my pupils saw very little of me, or rather, I saw very little of them, except during lessons.

Soon, I began to see that things were not going right. I had no trouble as far as discipline went, but I could see that my pupils obeyed only from fear and that they only did what they were required to and no more. I felt that they disliked me, with very few exceptions. Things grew from bad to worse until I was, several times, forced to use the strap.

When spring came, I used to go out once in a while and play. I found that they liked to have me come out and whenever I stayed in after that they always asked me to come out. I could now see that I was only wasting time sitting at my desk at recess, so I then, went out regularly. I began to see something good in those pupils, which I hadn't seen before. I won't say that the change came about at once, but come it did. The work seemed to go on better in school and there was a friendlier spirit between the boys and girls and myself. Having won the friendship of the boys and girls I was surprised to find the parents very friendly. I was really sorry to leave at the end of the term.

Profiting by experience, I planned to commence right in my next school. As in the other case, I commenced with the winter term. The attendance during the winter was

five pupils, a very large boy of thirteen, three little girls of eight, ten and eleven years and a little crippled girl of seven. As I have said before, I planned to take my place on the playground. But how was I to manage it with such a variety of ages and sizes. I plainly saw that it was impossible. Then I turned to indoor games. I got a game of Tiddley-Winks or Flip. From the first this proved a very popular game. I chose the two smallest girls and we played against the other three. We kept these sides all winter. To get some fresh air we used to all go out and run twice around the school before and after the game. From the very first I had the goodwill of these pupils and no complaints of any kind from the parents.

When spring came we subscribed to a common fund and sent for a set of croquet. In the meanwhile we spent our time measuring off the croquet field to be ready when the set came. This game also proved very popular. When the attendance increased we were obliged to purchase another set so that all could play. When this second set arrived I divided the players into groups of two, placing the poorest players along with the best to even things. We next marked off two more croquet grounds and proceeded to play regular schedules of games. Occasionally we had a tournament.

So far I had found this a very satisfactory arrangement. The boys and girls were delighted with the game and above all, every pupil could be playing at the same time as there was field room for all, and a ball and mallet for each. I held each responsible for his or her own mallet and ball.

The game was so popular during the summer that we continued it until cold weather in the fall term. Several of the older pupils,