

aspirations be more readily brought home to the heart than through the medium of song. Our literature is full of ennobling thoughts, expressed in language so sweet and simple that the veriest child can comprehend it, and such poems early implanted in the memory cannot but keep the soul from sin. "Fill the measure full of wheat and there will be no room for chaff," I heard a mother quote as her reason for teaching her child a beautiful poem; and any teacher who will make the experiment will receive for his labor "an exceeding great reward."

Music is a potent charm to drive away evil spirits. I remember in my childhood, when we became pettish and quarrelsome, our mother would call on us for a song, and by the time it was over the clouds would be dispelled and sunshine return again. Many a rock of offence in the school-room may by this simple means be avoided, and not only a weary, restless hour be charmed away, but the moral tone of the school raised because the right spirit instead of the wrong has prevailed.

If we would exert an influence over our pupils, we must uphold a healthy, hearty morality, not the sickly sentimentalism which is so often called by that name, and which finds its fitting representation in what John Fiske calls "short-coffin books," "all about some little John or Jane who was very good and died when five years old." This kind of teaching will have little effect upon healthy American boys of to-day, and to those whom it does influence it will do harm instead of good. It encourages the kind of morbid milk-and-water conscientiousness often seen in sickly girls, and too often commended as superior virtue, while in reality it is only an unhealthy longing after approbation. True morality does not parade itself, is not always "afraid it has done wrong;" it is frank, hearty, open, earnest. Give a boy morals of the *manly* sort and he will cleave to them. I heard a teacher not long ago applaud a lad who, after trying in vain to prevent a fellow larger than himself from teasing and tormenting a little boy, having stood it as long as he could, at last rolled up his sleeves and gave the bully the drubbing he deserved; and I felt that when that teacher condemned fighting it would not be without effect.

Let the child feel that morality means

strength and self-control, courage to defend the weak and to stand alone for right, unflinching devotion, stainless honor, transparent truth. We must not seek to keep him always in leading strings, to lay down absolute rules for his conduct under all circumstances; the proud child will be restive under such restraint; but we should rather train him to clear conceptions of right and wrong, to the habit of obedience to duty; we should rather set before him high standards, and give him the benefit of right examples, and then let him "work out his own salvation."

I cannot here forbear saying that I believe many children have been driven into wrong courses by the over anxiety and injudicious severity of parents and teachers. Keep the child close to you in sympathy, let him not feel afraid to tell you when he has done wrong; be always ready to encourage, but not too prompt to condemn; and though he may not always do as you would have wished, you may be sure that with such a hold upon him he will not go far astray; and it is better that he should sometimes err, depending on himself, than go tamely on in the right path, leaning always upon the opinions and judgment of others.

The whole secret of success lies in this sympathy with the child. We must look at his motives, his actions, his temptations from his stand-point, see him as he sees himself. We shall find crude ideas, bad habits, turbulent passions; but underlying all, if our love has really laid bare the heart, we shall not fail to find a *desire* to be good and true. Upon this we must build, trusting to it, never doubting it.

If there is one sure rule to win a bad boy to virtue it is this, "Have faith in him, and keep your faith"—not the blind credulity that overlooks all faults, but that loving confidence which sees behind the outward act and is ready to respond "even till seventy times seven" to every genuine effort to do right. We must give him time, wait for his bad habits to yield, rejoice with him over each victory, and be ready with our word of encouragement at each defeat. Many a child has given up the struggle in despair because there was no one to see that though he failed he yet had *tried*. A harsh reproof falling on such a soul is like a blighting frost in spring-time.