

of light-hearted frolic; yet while this is so, he has to exert needful authority to prevent the ruinous effects of evil example, counsel and action, by the timely use of such remedies as are at his command. Too ready an ear he ought certainly never to give, if he is conscious of not overstepping the bounds of duty, or neglecting any manifest obligation, to the remonstrances of parents, who may have been influenced by the accounts given by their own children, and who would seek to prevent the exercise of discipline, which had been rendered necessary by their own failure to exercise it in season. Due protection has to be afforded to all the scholars, and restraint imposed on any who would act with impropriety, inconsideration, or unkindness. All in short, who are connected with the school, whether as Teacher or Scholars, have to take heed *how* they hear, as well as *what* they hear. Failing to do so, the worst consequences must follow.

A few observations will suffice on the senses of Smell and Taste.— There can be no reason whatever, why the former should not be gratified even at school. A taste for flowers should be encouraged by the Teacher. They minister to the enjoyment derived from more than one of the senses with which God has endowed us, and, without the risk that attends the gratification of some of the others. It is pleasant to see them growing in flower pots around the school house, or tastefully arranged on the Teacher's desk. They are in themselves proofs of the Divine Wisdom and goodness. They afford pure and simple delight, and are emblematical of virtues and graces that are the fitting ornaments of the mind; so that the cultivation of a spot of garden ground by the scholars, has not only the recommendation of its direct and positive benefits to themselves, in the pleasure they can at once appreciate, but they may be led to regard it in addition as a silent monitor, teaching them to seek and cherish such dispositions as are not indigenous to our nature, but which by God's grace and blessing, may spring from it. And, if so, it is surely of no less consequence to guard against offensive odours about a school; against whatever is calculated to create disgust; and for this purpose, to keep up a constant circulation of fresh air, purifying the physical atmosphere in which the Teacher and Scholars pass so much of their time; and removing by such means and attention to cleanliness in all respects, whatever might taint it, or act hurtfully or even unpleasantly on the system.

For the development of the sense of *Taste*, there is no legitimate opportunity at school, except it were in its *aesthetic* application, whatever occasion there may sometimes be for cautioning the scholars against practices which have to do with it; but it may not be out of place to make a single remark regarding the *Tongue*, in the capacity of the organ of the *Will*. As such, in school days, it is peculiarly liable to transgression. It is then, emphatically, the offending member, and needs to be constantly and jealously guarded; to prevent its owner being led into countless difficulties and embarrassments, through that heedlessness which notoriously characterizes it. If the inner tongue, however, is sufficiently alive, and permitted to speak out on every needful occasion, the outer organ will be much less liable to those repeated acts of insubordination, which are sure to bring down the reprimand or incur the punishment. The scholars will then be led to think before they speak, and to strive to speak the truth at all times, without exaggeration or embellishment; and to avoid improper language, so highly offensive to the God of Truth and Holiness, and so deadly injurious to all companions or associates.

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