

change or recreation. A banker like Robert Dick, a recognized authority on botany; a cobbler like Robert Edward, the great Scotch naturalist; Stedman, the poet banker; Trollope, the post-office clerk and novelist; the Louisville mechanic, the author of a standard work on ferns; a country shoe-dealer in Vermont, a world-wide authority on American lichens. All these and hundreds of other hard-working men and women in every calling of life it is not to be supposed neglected their business because they chose to spend their spare moments on a hobby rather than in frivolous or questionable recreations.

The pursuit of a particular line of work must prove of inestimable value to young people of both sexes. They have an advantage in that they may grow into a hobby, and not select it arbitrarily in maturer years. If such a hobby is intimately allied with their future vocation, so much the better. The young druggist would naturally cleave to chemistry, while the importer's clerk would naturally strive for proficiency in book-keeping or the modern languages. The one great error so often made by young people, and old ones too, oftentimes, is the lack of concentration on some particular line of work or study. The idea is to select the specialty best suited to our needs or tastes—and stick to it.

The vast fields of science and literature are open to all. The humblest may do good to himself and others if he is content to select some remote corner, which abler men have left untilled, and diligently work for a harvest, sure and plenteous. The common excuse is lack of time. But the most diligent have some leisure; at least they make it where idlers have none. "He hath no leisure, says a quaint divine, "who useth it not." Diligent in the pursuit of a hobby, the man of riches or of poverty may find recreation, health and profit and reputation, and this, too, with little risk of exhausting himself, either mentally or physically.

To sum up in a few words. Do not read according to any formal printed course. Let your reading become a natural outgrowth of your own needs. Advice at least is merely suggestive. Strive to get a healthy mental appetite for useful books. Never read at haphazard. Always have a particular object in using books as you would any other tools. Learn the art of thus using books without loss of time or effort. Always keep in mind that only a very few books are to be read through in regular order. Rather read by topics. Select some special line of study, i. e., a hobby, and stick to it. Remember it is not the number of books we read so much as how we utilize them. Be guided by a few simple principles which shall be systematically applied to your daily reading.

Ever before us as we read should stand the words: "Avoid Rubbish."

OPINIONS OF EDUCATORS ON CORPORAL PUNISHMENT.*

"This kind of punishment, provided always that it is not too often administered, or with undue severity, is the proper way of dealing with willful defiance, with obstinate carelessness, or with a really perverted will, so long or so often as the higher perception is closed against appeal."—*Rosenkranz (in Pedagogics as a System)*.

"I believe that corporal punishment should always be resorted to as soon as other modes of discipline fail, and I have known some young persons whose consciences were so weak, and who had so much of the animal in them, that the rod would be for them the most beneficial mode of punishment."—*Mrs. Emma Willard*.

"The parent's will is the only law to the child; yet, being steadily regulated by parental affection, is probably more moderate,

equitable, and pleasing to him than any other human government to any other subject. It resembles the Divine government more than any other. Correction, which is sometimes considered the whole of government, is usually the least part of it; a part indispensable, indeed, and sometimes efficacious, when all others have failed."

—*Dr. Dwight*.

"The great objection to corporal punishment is the fact that it excites angry passions, not only in the child, but in the master, and more in the latter than in the former. My own experience teaches me that the effect is almost necessarily bad on the individual who inflicts the pain. It excites a horrible pain in him,—a feeling which we might conceive to belong to evil spirits."

—*George B. Emerson, LL.D.*

"I do not hesitate to teach that corporal infliction is one of the justifiable means of establishing authority in the school-room. To this conclusion I have come after a careful consideration of the subject, modified by the varied experience of nearly twenty years, and by a somewhat attentive observation of all the plans which have been devised to avoid its use, or supply its place."—*David P. Page*.

"It is necessary for a child to learn that the violation of law, whether of school, society, or of God, brings inevitable suffering. The sense of right is so imperfectly developed in children, that one of the ways of impressing upon a child that right is right, and wrong is wrong, is by showing that suffering follows from one, enjoyment and a sense of satisfaction from the other."

—*An English Teacher (in Ed. Reporter)*.

"Punishment should never be inflicted except in cases of the extremest necessity; while the experiment of sympathy, confidence, persuasions, encouragement, should be repeated forever and ever."

"He who denies the necessity of resorting to punishment in our schools, virtually affirms two things: (1) That this great number of children scraped up from all places, taken at all ages and in all conditions, can be deterred from the wrong and attracted to the right, without punishment; and (2), that the teachers employed to keep their respective schools are, in the present condition of things, able to accomplish so glorious a work. Neither of these propositions am I at present prepared to admit." *Hon. Horace Mann*.

"It is not wise for school committees and superintendents to formally and publicly forbid the use of corporal punishment in the public schools. (1) Such an act on the part of school authorities would have a tendency to encourage some pupils to violate school rules. (2) During that period of a child's life when he is deriving all his knowledge through the senses, it may sometimes be necessary to teach him the beauty of goodness by a slight punishment applied to his mind through the body. In such a case the amount of punishment would be so small as not to attract public attention. While these things may be true, it is also true that a teacher possessing the qualities requisite to success in teaching will be able, and inclined, to control his pupils by appealing to a higher principle of action than the fear of physical punishment."

—*Hon. F. W. Dickinson*.

"I have no hesitation in declaring my opinion that in some schools, under some circumstances, and with some pupils, the infliction of corporal punishment is needful and wise. The use of it in some cases is no more brutal than is the knife in the hands of a skillful surgeon. The rod in the hands of a wise teacher is less painful in its effects than are the bitter words of some teachers who boast that they never resort to the rod. My doctrine is, in brief, this: let teachers secure, as far as possible, the respect and love of their pupils; let them make their school-rooms places of happy resort; let them govern their schools with kindly means; yet, if at any time they find there is forced upon them the alternative, utter

* From the Boston Public School.