

Not many rules, but good ones, and these well adhered to, should be the maxim in organizing a school. There should be no looseness in framing rules for the government of a school, and above all things there should be no looseness in the enforcement of these rules when they are once enacted. So long as a regulation remains as one of these rules of the school, it must be carefully observed; if it is an improper rule it should be repealed promptly, and the pupils should be informed that it has been so repealed, that they may not imagine that the teacher is winking at a violation of the school regulations, when he no longer corrects them for disregarding it.

Children are very quick to notice any dereliction or neglect of duty on the part of the teacher. That individual should have well-settled principles to govern his own conduct both in the school-room and out of it. A vacillating spirit that shifts about like the sands of the desert before every breath of wind, is contemptible even in the eyes of children. Besides, if the teacher is thus vigorous in the treatment of self, he may consistently be firm in his demands upon others. Many teachers overlook this. They require certain things of their pupils which they themselves are not willing to perform. They forbid certain privileges to their pupils, which they themselves indulge in. It certainly looks a little unseemly in a teacher to pronounce his *ukase* against the use of tobacco in school in a breath that is itself tainted with the narcotic; or to dwell upon the bad effects of reading works of fiction, when at the same time may be found under the lid of his own desk some of the most silly and pernicious specimens of this kind of literature. So, too, on the streets and in society, teachers sometimes forget the propriety that should mark their deportment, and perhaps in one unlucky hour more than undo all the work of days.

The teacher should not allow the slightest infraction of law to pass unnoticed. These small offences, if allowed to pass without remark, will only open the way to greater. They are the little breaks in the dyke, which a man might at first close with his hand, but through which will ultimately rush a flood of waters that may drown a city. Many a school has been ruined by not guarding against these least appearances of evil. Not that a teacher should be tyrannical in the administration of his duties. But to be unyielding in the enforcement of reasonable and just laws is not tyranny. The laws of nature are inflexible. There can be no infraction of them not even the least; that is not followed by the due penalty; yet he is a foolish man who will charge God with tyranny and injustice.

The penalty for violating a law should be in proportion to the heinousness of the offence. There should be degrees of punishment in the school room as there are in nature and in civil governments. All violations of the natural or of the statute law are not followed by the same degree of punishment. Let the modes of punishment be what they may, these distinctions should be observed. A degree of punishment disproportioned to the crime committed, exerts an evil instead of a salutary influence. A century ago the death penalty was inflicted for comparatively slight infractions of the law. The forging of a man's name or the stealing of a few shilling's worth was visited with capital punishment. In those days gibbets stood at nearly every cross-road in England, and bodies swinging in chains were every-day sights; yet this severity of punishment, instead of making crime less frequent, seemed only to foster it, and the more people were hanged, the more those who remained seemed to deserve hanging.

School discipline, as every other discipline, should be enforced not by administering punishments alone, but by properly rewarding the meritorious. Whether or not the hope of reward is a proper incentive to study, it, as well as the fear of punishment, may be properly held out as a stimulus to good conduct. This reward may be but a smile or a kindly word of approbation, or it may be such other more tangible and enduring mark of approval as the teacher may see fit to bestow. Indeed, it would be more pleasant to dwell upon the hopes and pleasures of reward than upon the dread and horrors of punishment. The latter is a gorgon, against whom it would be pleasant if it were possible, to close the school-room doors entirely. It is by a system of rewards and punishments that the Almighty governs the world. Some are kept in bounds through fear of the latter, and some through hopes of the former. A few lofty spirits profess to be influenced by neither of these considerations. They claim to do right because it is right. Those who mount to that elevated plane of thought and feeling are few indeed. It may be the proper standpoint; but it is not, and doubtless, never will be, the popular one. It would perhaps be out of the question to get children to act out of such a purely abstract principle; hence, we may well influence their minds to correct actions by holding out to them the hope of reward and the fear of punishment. But compliance with the school code is the rule, and violations of it the exception. To be continually stopping to award some recognition of merit in this case would seem to be impracticable. And so it would. But a pleasant word or a meaning smile may be repeated without trouble many times in a day. Besides this, a constantly cheerful and agree-

ble manner on the part of the teacher would be to his pupils a perpetual source of pleasure, and a continual reward. In a school that has been properly instructed and cared for, this endorsement by the teacher of their conduct and performances, will open up springs of delight and satisfaction in the bosoms of the pupils themselves. This is of itself no small reward. Our own consciousness of having done well and deserved well, is one of the sweetest returns for doing our duty.

"One self approving hour whole years outweighs
Of stupid starers and of loud huzzas."

School punishments range in severity from the mere word of rebuke or the denial of some wanted privilege, to the infliction of corporeal pains. As has been said, the degree of punishment must be carefully proportioned to the enormity of the crime. Crimes can perhaps differ in enormity, only as to their consequences, and not as to their wrongfulness in the abstract. But some offences are not crimes; as, for instance, mere inattention, negligence, forgetfulness, etc. For such offences no sane teacher would inflict as severe punishment as for profanity, rebellion, abusing a schoolmate, falsehood, etc. The teacher should never inflict punishment unless he is fully satisfied of the guilt of the party. He should never punish a child on suspicion. What he himself sees of course needs no corroboration; what he does not see, should be proved beyond all cavil. Better that ten guilty ones should be made to suffer. One child's word against another's should never be taken as conclusive evidence. This is simply just; while at the same time it exerts a good influence in the school to have it understood by the pupils that one has as much the confidence of the teacher as another. Where a pupil is known to deal in untruth, there is, of course, an exception.

As has been already said, everything almost in the way of success in the school-room depends on good government. To understand how to control a school properly is well worthy the attention of the teacher. Much may be learned from book and from the experience of others; but, after all, the teacher must study the human nature of children, and then exercise his best judgment in every case that may arise. It is so easy to make a mistake; so easy to be misled by a momentary passion, through ignorance, or by some undue influence. Against these chances the teacher must be constantly on his guard. The system of school discipline as practiced by Wackford Squeers, has perhaps entirely disappeared from civilized society. Even the slightly more genial schoolmaster of Oliver Goldsmith has, we hope, but few counterparts among those who are now engaged in the instruction of the young. Instead of schools conducted on the principles of Dotheboys Hall and "sweet Auburn," they are now conducted on principles and maxims more in accordance with the spirit of the age, with humanity and enlightened reason. Mutual confidence and respect exist between teacher and pupil. The child is taught what is right, and to do the right; he is taught to regard himself as a rational, responsible creature, and not a mere machine that is to be wound up every morning like a twenty-four hour clock, and left to run all day according to mechanical principles. Children thus trained and taught, grow up with proper views of individual responsibility, of just government, of their mutual relationship to all the world of mankind. Schools conducted on these principles are not difficult to govern. They are to a great extent self-governing. They are miniature republics, where each individual possesses an immediate interest in the conduct of all. Such schools make good pupils and eventually good citizens. In a form of government like ours, the responsibilities that await all, and the lofty positions of usefulness that await many, should not be lost sight of in the education of our youth. We must provide for the future safety and permanency of our free institutions by properly educating those who are soon to take the places of the present generation—by so training them that they may have a due regard for law, for order, for mutual rights, and individual responsibilities. —*Pennsylvania School Journal.*

The relative position of drawing in elementary education.

Mental development is the end sought by all study, and the relative position of the several branches comprising a system of education is determined by a relative value, to the masses, of the kind and degree of mental training afforded by a study of each branch. Reading is assigned the first position, for the reason, that its study develops the mind to an appreciation of the significance of the arrangement of certain arbitrary characters, and since written next to spoken language is the readiest means of communication, the development of the mind in many directions depends largely upon a knowledge of reading, therefore it is the most nearly universal means of mental development.