

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 agreeable manner on the part of 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 wonted 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 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 escape than that one innocent person 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 books 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 the 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.

#### What can be done to elevate the standard of taste among students.

By H. L. BOLTWOOD.

If, by a higher taste in literature, is meant an increased fondness for committing to memory, for the purpose of recitation, lists of names of unknown authors and their respective works, I know nothing that can be done or ought to be done. There is no magic in the repetition even of a great name, unless that name calls up its becoming associations. To many an ear Virgil means no more than Bavius and Mævius, and Amos Cottle is as suggestive to such an one as S. T. Coleridge. Oliver Optic is to many a lad a greater man than Scott or Dickens, and Beadle's Dime Novels will be eagerly read by him while Shakespeare, Homer, Milton, Dante, and Macaulay are resting, unmolested and dusty, upon the library shelf. Our question demands that we seek the means of cultivating a higher state in the choice of books, and does not require us to ask what text-book contains most miscellaneous information packed in a given space.

There was a time when love of reading in a child might be regarded as a hopeful sign of intellectual capacity. When books were few and costly; when very few of them were in any way intended for children in particular; when there were no children's papers or magazines. A child that inclined to reading was