

be fetching and carrying the goods of England and China across this continent on a Pacific track, and railroads bid fair to re-assert, in our day, for land traffic, the importance which belonged to it in early times, when hardly a tithe of the carrying of the world was done in ships.

Nor has there been material growth alone. Commerce has other and higher relations, which the readers of Hunt's *Merchants' Magazine* need not be told—have never been lost sight of in these pages. Never have the relations of trade to Morality and Religion, Literature, Science, and Public Economy, been so fully recognized as of late years. The moral responsibilities of the mercantile calling have become the frequent theme of the press, the pulpit, and of public addresses. Poetry sees in the locomotive and telegraph realities transcending fiction. The most popular novel of the day in Germany, of which there are two English translations, is a story of commercial life. It has come to be fully understood that literature, which should reflect life, must be defective indeed if trade, which, on a larger or lesser scale involves the interests of all, is lost sight of. The censuses and annual reports of trade published by the leading commercial nations were never so full as now of material of the highest public interest, only requiring to be popularized and made accessible in the pages of a "*Merchants' Magazine*." The old question, which yet is ever new, of Protection and Free Trade, which is now in a position to be discussed with more fairness and less passion than ever before; the relations of Labor and Capital; our Public Land Policy; the Factory System; the Condition of Seamen; Banking and Financial Reform, and the lessons of times of crisis; the question of a National Paper Currency; the Credit System and the Legal Sanctions and Remedies for debt; the law of Insolvency and Bankruptcy, and the system of Assignments for the benefit of Creditors in its bearing upon trade; Stock Companies and Corporations, and the law of Stock Transfers, with reference to the protection of shareholders against fraud; Railroad, Steamship, and Telegraph enterprise; the prospects and growth of our young American cities; Marine architecture, in reference to the material, capacity, and safety of ships; Insurance—its principles, practice, and applicability to all the risks of life: Immigration; Geographical explorations, and the new openings for trade which they disclose; Labor-saving Machinery—its actual and possible applications, and its influence on society, and the condition of the laboring classes;—such are a few of the topics which invite the pen of him who would illustrate, in its freshness and life, the Commercial Literature of the day.

The sneer that merchants read nothing but their day-books and ledgers, loses all semblance of truth, and fades into shallowness, before the brilliancy of the names which, in every age, have adorned the mercantile profession, and shows a poor appreciation of the intelligence of a class which could produce men like Gresham and Roscoe. In our day, when, under the influence of our Mercantile Library Association, a body of merchants is growing up, partaking in a more than ordinary degree the general culture of the age, it is simply absurd. Our younger merchants will find it hard to believe that, while almost every other science and profession, while agriculture, the mechanic arts, law, medicine, divinity, and even special industries, have long had representatives in our periodical literature, commerce had no "organ" except the newspaper press, until the *Merchants' Magazine* was established. If such a work was needed twenty years ago, it is indispensable now.

EDUCATION.

How to Govern a School.

How to govern a school is a vital question to the teacher, yet not to all teachers alike. An assistant teacher, or one who has a small, select, private school, may never be called upon to consider the question of government in the same light as does the teacher of a promiscuous school of a hundred, or several hundred pupils. We have all heard teachers remark, "I like to teach, but not to govern." Now, I think, Mr. President, that every teacher should have something to do in the government of the school, or of the classes, at least. I can not do justice to myself as a growing teacher, or to my pupils, in developing their characters, if I do nothing but hear their recitations.

It is very difficult for one teacher to tell another how he governs his school. A friend once applied for a situation in a Boston school. "Can you govern that school?" asked the Chairman of the Committee. "Yes." "How?" "I can't tell you." "Who says you

can govern?" "I say so," replied the candidate. The examination ended. The Committee, satisfied with his confidence in his own ability, wisely omitted details. That teacher was successful. The grand secret of governing is to do it without seeming to govern. The machinery of government should be kept out of sight. Let the teacher commence his work in such a manner that his pupils shall see that what is right and proper is expected as a part of their duty, and what is wrong and improper will not be allowed at all. It is dangerous business for a teacher to write out, and read to the school, a code of rules all in the imperative mood. It used to be done, and is now by some, but such rules can not always be carried out, and when they can not, the government is good for nothing, and amounts to nothing. Cautiousness in this respect is, therefore, a very important agency in judicious school government.

The first impressions made by the teacher upon his pupils materially affect his success. He should, therefore, be *gentle, polite, and obliging*. A teacher who is boorish, uncouth, and vulgar, will not secure the sympathy of his pupils, and will not govern them easily. I once knew a troublesome boy who was the pest of the school and of the neighborhood. He had a savage delight in "vexing the teacher," and seldom did a day pass without trouble with him. At length a new teacher entered the school. Days and weeks passed without any of the conflicts formerly so common with this old offender. A schoolmate asked the reason of this wonderful change. His reply was, "That teacher is a gentleman. When I am wrong he tells me of it, and corrects me; but does not attempt to annihilate me. Had as I am, you do not suppose me mean enough to give him trouble?"

The teacher must be *consistent*. He must regard the feeling, the faults, and the failings of his pupils. I have great confidence in young people as reasonable beings. The person who stands behind the pupil—the parent—is often more unreasonable than the child. The teacher should be reasonable with his pupils, especially in his reproofs and punishments. The habit of whispering, for instance, is a source of much evil in school, and unless checked or eradicated, especially if the school is large, will thwart the best efforts of the instructor. But the teacher who represents whispering as a heinous crime, as much so as rebellion against the authority of the school, and worthy of punishment in the house of correction, commits a fatal mistake. Whispering in a school is a pernicious habit, an offence, and should not be allowed; but it is not the *greatest crime* that can be committed there. It is not reasonable to represent it as such. Unreasonable reproofs and punishments are the source of much trouble, and of many failures in school government. Many a teacher in such cases, for the want of a discriminating judgment, often finds himself in the predicament of the redoubtable knight in his well-known contest with the windmills. Another important agency for the teacher is the ability to know the material upon which he works; the dispositions and peculiarities of his pupils. He can not adapt all his pupils to the Procrustean bed, stretching those that are too short, and chopping off the extremities of those that are too long, until they are all of the same length. In governing a school, as elsewhere, there must be a fitness, an adaptation of means to the end. Several pupils may have the same faults, or may have committed similar offenses; but it by no means follows that the corrections, reproof, or punishment needed will be the same. Their temperaments, their sense of right and wrong, the temptations under which they acted, and other circumstances, must all be considered. The teacher must know his pupils—their peculiarities, the influence they are under at home and in the street—and adapt his methods of government and discipline to the peculiarities of each case. The artist who makes his mould in clay, uses not the same implements as does he who works in marble.

An ability to disarm pupils of prejudice and hostility, is a very happy faculty in a teacher. It is also a rare faculty. Physical ability and sternness of countenance alone, can not govern a school. The co-operation of the pupils is necessary and must be secured. The ship-master who governs his crew by main strength, will tell you that it wears upon his health and spirits; that his sailors care more for their wages than for his good will, and will desert him in foreign ports. The teacher must be enthusiastic, fond of teaching; and his interest must be seen in his work. They who teach for pay merely, or because they can do nothing else, will not be earnest teachers, and they have not within themselves the elements of success.

Freedom from ambition to assume and exercise too much authority, in another efficient agency. Teachers are frequently too jealous of their authority, and become imperious and repulsive. In their over-anxiety to govern, by forbidding offenses before they are committed, they suggest transgressions to the pupil, who otherwise