

has exhausted the subject—that he has filled the cask, and now has only to sit passively down and draw forth for those who come to drink. He lapses into a state of mental inactivity, and perhaps never takes another step—never gains nor thinks he can gain another new idea. To go on with his own intellect and reason upon that which he has learned—to make his capital return him a constant interest save in the matter of pecuniary gain never occurs to him. To-day he enters his school-room, like the horse in the tread-mill, to travel his circle round and round till nightfall, and to-morrow he will be harnessed for the same journey.—*Vermont Teacher's Voice.*

DIFFICULTIES IN SCHOOL GOVERNMENT.

We find the following well-timed remarks in the last No. of the Ohio Journal of Education :

It has already been intimated that there are difficulties in the government of schools which no skill or management on the part of the teacher or others can entirely obviate. One of these arises from the impossibility of suiting the penalty for transgression to the nature of the offence and the character of the offender. Every person of common sense knows that in every government penalties must be annexed to the violation of its laws or regulations, and that these must be of such a nature as most effectually to accomplish the objects for which all punishments should be inflicted. To determine in all cases precisely what the penalty should be, and to mete out the reward of transgression according to one's sense of propriety and the circumstances of each offender, without subjecting the teacher to the charge of *partiality*, is no easy task. Parents can do it if they will, but the teachers can not thus readily.

But even this is a trifling evil compared with another. It is true, that no sane man will deny that there should be some penalty for the voluntary neglect of known duty, or the wilful violation of wholesome rules ; but the relations of parents to scholars are such, that unless the course adopted by the teacher secure their sanction, or at least escape their censure, their condemnation, it will exert no reforming or ascertaining influence upon the scholars. But with the various and conflicting views held by parents, how shall the teacher secure their influence on his side ? One says, "I do not wish to have my child whipped, under any circumstances whatever ; another, "If my child does not conduct himself properly, or learn as he ought, I wish you to flog him soundly and report him to me, and I will do it again." A third will not have his, deprived of his recess, or kept a moment after school ; a fourth would have both done, if the scholar will not study without. And thus might we go on through the whole school without finding any two who would entirely agree in regard to the course which they would have pursued with their children.

Now, is it not perfectly obvious that the teacher can not comply with the wishes of all these parents ; that, should he attempt it, he would at once subject himself to the charge of partiality, and thus lose the confidence of his scholars and forfeit the respect of those whom he attempted to please ? What then follows, but that he must understand his own business, must be supposed to be competent to manage his school, and be allowed to do it according to his own judgment, *without interference*, at least, till he is found to be incapable of doing it properly ?

We believe this to be the proper course, and the only proper course ; and feel confident that parents who will pursue it, who habitually give their children to understand that they *expect* the teacher to do right, that they rely upon his discretion, and his sense of justice, will seldom have occasion to feel that such confidence has been misplaced.

A. D. L.

"NOW."

"Now" is the constant syllable ticking from the clock of time. "Now" is the watchword of the wise. "Now" is the banner of the prudent.

Let us keep this little word always in our mind ; and whenever anything presents itself to us in the shape of work, whether mental or physical, we should do it with all our might, remembering that "Now" is the only time for us. It is indeed a sorry way to get through the world by putting it off till to-morrow, saying, "Then I will do it." No ! This will never answer. "Now" is ours ; "then" may never be.

BOYS OUT AT NIGHT.

We would call the special attention of parents to the following extract, which we clip from one of our exchanges :

I have been an observer and am a sympathizing lover of boys. I like to see them happy, cheerful, gleesome. Indeed, I can hardly understand how a high toned, useful man can be the ripened fruit of a boy who had not enjoyed a full share of the glad privileges due to youth. But while I watch with a very jealous eye all rights and customs which entrench upon the proper rights of boys, I am equally apprehensive lest parents who are not forethoughtful, and who have not habituated themselves to close observations upon this subject, permit their sons

indulgencies, which are almost certain to result in their demoralization, if not in their total ruin ; and among the habits in which I have observed tending most surely to ruin, I know of none more prominent than that of parents permitting their sons to be in the street after night fall.

It is ruinous to their morals in all instances. They acquire, under the cover of night, an unhealthful state of mind—bad, vulgar, immoral, and profane language, obscene practices, criminal sentiments, a lawless and riotous learning. Indeed it is in the street after nightfall that the boys principally acquire the education of the bad, and capacity for becoming rowdy, dissolute, criminal men. Parents should in this particular, have a rigid and inflexible rule, that will not permit a son under any circumstances whatever, to go in the streets after nightfall, with a view of engaging in out of door sports, or meet other boys for social chance occupation. A rigid rule of this kind, invariably adhered to will soon deaden the desire for such dangerous practices.

Boys should be taught to have pleasure around the family centre table, in reading, in conversation, and quiet amusements. Boys are seen in the streets after nightfall, behaving in a manner entirely destructive of all good morals. Fathers and mothers, keep your children home at night, and see that you take pains to make your homes pleasant, attractive, and profitable to them ; and above all, with a view of their security from future destruction, let them not become, while forming their characters for life, so accustomed to disregard the moral sense of shame as to openly violate the Sabbath day in street pastimes during its day or evening hours.

A MOTHER'S INFLUENCE.

In England some years ago, a man presented himself before a body of clergymen to be examined, that he might be licensed to preach the gospel. His advantages for study had not been very great, and he had fears that he could not sustain himself, and answer the numerous questions which he knew would be proposed. With a trembling heart he stood up before his fathers and brethren, and one of them asked him with whom he had studied divinity.

The young man was somewhat confused at this question, for he knew very well that he had not enjoyed the instruction of any distinguished divine ; and he replied, with hesitation, "My mother taught me the Scriptures."

"Ah," said the minister who had asked the question, "mothers can do great things."

The examination then proceeded, and the result was a delightful proof that mothers may be good teachers of theology ; that the truths implanted by their early instructions, watered by their pious tears, and sanctified in answer to their prayers, will bear precious fruit after many days.

This candidate for the ministry was found to be mighty in the Scriptures, and most gladly was he commissioned to go forth and preach the word to his fellow men.

PRIMARY SCHOOLS IN BOSTON.

CLASSIFICATION AND COURSE OF INSTRUCTION, GENERAL DIRECTIONS.

The pupils in each of the schools shall be arranged in six classes. Every scholar shall be provided with a slate and employ the time not otherwise occupied, in writing, printing or drawing.

As soon as the scholars are able, they shall be required to print their spelling-lessons on their slates, and continue to do this in all the classes.

The scholars shall occupy a portion of the time of every school session at the blackboard, in drawing or printing.

Simple oral lessons in arithmetic, adapted to the ages of the scholars, shall be taught in each class, and the addition, subtraction and multiplication tables may each be repeated simultaneously by all the scholars.

The Lord's Prayer and the Ten Commandments shall be taught to all scholars.

Singing shall form a part of the exercises of every session.

The scholars shall be taught the use of the marks of punctuation, as they occur in their reading lessons.

The teachers shall devote at least a quarter of an hour, each session, to oral instruction.—The reading and other lessons shall be thoroughly explained to the scholars by the teachers, who shall encourage them to ask questions pertaining thereto.

Plain sewing may be introduced into any school at the discretion of the local committee.—[Com. Com. Sch. Jour.

NEW SCHOOL LAW OF CONNECTICUT.

The Norwich *Examiner* calls attention to the new School Law of the last Legislature, and gives a synopsis.

Its chief idea is the consolidation of all the school sections in a township into one,—abolishing both the section and school society system at one stroke. Next, all the powers necessary to establish, improve and