

should be kept, as much as possible, in comparison with each other. Under the present imperfect system the only opportunity for such comparison, is at the recitation of their lessons. But under the Lancastrian system, the opportunity of comparison is much greater, as it makes but one business both of study and recitation. And it is this circumstance, more perhaps than any other, which constitutes the peculiar excellence of that system. In this respect the present system must be acknowledged to be inferior: but its defects may, in some measure, be established by a more strict attention to the comparison of scholars with each other, when engaged in recitation. But whatever be the comparison, it is essential to the great end in view, that each one be rewarded according to his merits. There must be a peculiar mark of excellence, to distinguish the higher from the lower, and the middling from the lowest rewards; such as children value at school, are cheap and easily obtained. It is not so much the intrinsic worth that they regard in a badge, as the evidence it carries of their merit. The natural and most obvious mode of reward is, by taking precedence in their class. This simple distinction should never be omitted; and, in addition to it, certificates of approbation should be given the teacher, to be shown to parents and friends, and preserved as memorials of merit. Such rewards are within the power of every teacher; and if he be disposed to do his duty, he will not fail to resort to them on all occasions. It would, also, be well to offer as rewards of extraordinary merit, some favorite book, or other present of esteemed value. And if the trustees of the school district should make it a condition with their teacher to expend, out of his own wages or salary, a small sum in the purchase of books or other presents, to be distributed as rewards to the best scholars, it is believed that no principle of the school law would be violated; and although the wages of the teacher might, on that account, be so much the higher, there could not be a doubt that the most ample returns would recompense the expenditure.

To exercise the reasoning faculties of youth, by giving them clear and distinct ideas of what they study, and accustoming them to a practical application of their acquirements, is another object, in the mode of instruction to be adopted, not less essential than that of rendering study voluntary and agreeable. Knowledge is lasting in proportion as it is the result of thought and reflection—and, proceeding from that source, it takes a strong hold on the mind of the learner, and becomes, as it were, identified with his