

vinced of the harmlessness of any place or object, he ceased entirely to regard it with fear.

The horse in his natural state, roamed over the broad fields uncontrolled and untamed, and there would have been no need of subduing him by force had there been no law of his nature violated. Man, being possessed of intellectual resources, can devise and invent means by which he can overcome the superior strength of the horse and subdue him. Here lies the secret of our system of managing and subduing wild and vicious horses. To do this we must, in the first place, impress upon the mind of the horse most thoroughly an undoubted sense of our superiority and strength, and to do this too in such a way as not to arouse his resistance. In the second place, to so disconcert and control him under all circumstances, as to impress upon his mind most forcibly, the utter impossibility of any successful resistance to our power or strength; in fact, to beat him upon his own ground with the apparent ease and certainty of positive ability, without resorting to harsh means or inflicting pain. In the third place, by uniform acts of kindness, win the confidence of the horse, and teach him that you are his best friend, and in a short time he will learn to associate with your presence, a feeling of protection and security.

Here we would call attention to one of the first principles of our system of education; it is, caress the horse kindly for doing right. If you wish to encourage a boy and tell him he has done right, you pat him on the head, and say: "good boy." So with an animal.

Patting and caressing kindly, conveys to them the idea that you are pleased with them, that they have done right, and there is no animal more sensitive to this kind caressing than the horse; he always understands it to mean "that's right," that you are pleased with him. As an illustration of the truth of this statement: we once had a horse, nine