

government; and even now we hear of cases in which a teacher finds it necessary to use the rod or ruler ten or twenty times a day.

Upon an investigation made recently by a school board in one of our most enlightened States, it was found that a teacher in their employ was accustomed to whip his pupils for the following offences, as well as for those of a graver character: whispering, looking off the book, mis-spelling words, not standing in line, not folding arms, making faces, shuffling feet, and throwing paper balls.

It may as well be plainly said that this whole system of corporal punishment and bodily torture as it has been applied in the school-room is for the most part unnecessary, arbitrary, and demoralizing. Order can be secured by its means, but too often at the sacrifice of all that is best and noblest in the nature of a child. It marks a stage of darkness and barbarism in the art of bringing up children out of which we should have long since emerged. And yet the young must be taught to obey—their welfare, their success in life, the well-being of society, depend upon it. A school can not be suffered to run riot. Order, obedience, respect for authority, are lessons much needed by the American people, and must be taught at all hazards in the family and in the school. If to "spare the rod" is to "spoil the child," the rod should not be spared. Better a government of barbarism than no government at all. But to the true teacher no such sad alternative is presented. He may hold in reserve a certain degree of force, but he seldom finds occasion to use it. His school is orderly, his pupils obey him, but it is through love, not fear. He finds the worst that is in the boys yields more readily to the softening influences of kindness than to the hardening influences of punishment. The discipline of force may be necessary to teachers who are less skilful or who move on a lower plane, but to him it seems ill-adapted to its purpose, and often brutalizing in its effect.

2. *The discipline of tact.* That is a discipline of tact which preserves order in a school-room and promotes a healthy moral growth among the pupils by nice management. In contrast with the kind of discipline just spoken of, it substitutes strategy for force. A tidy school-room is a constant monitor. Order in arrangement of the furniture teaches in a most impressive way the lesson of order to the pupils. A world of school-room trouble may be avoided by nice management in seating the children, in calling out and dismissing classes, in opening and closing school, in hearing recitations, in giving help, and assigning lessons. Plenty of work, right in quality and quantity, is a panacea for a multitude of school-room ills. The pent-up mischief of a school may be easily converted into the innocent sports of the play-ground. Strict impartiality in his administration, on the part of the teacher, a well balanced sense of justice, skill in his work, willingness to do his duty, and love for children, will in themselves render scoldings and whippings almost unnecessary. If in addition the teacher have that keen insight into human nature which enables him to see the coming evil in embryo before it breaks forth and to guard against it; if he have that rare skill which can discover and direct, when likely to go wrong, the currents of feeling that ebb and flow in the school-room and constitute its life, he will want little else to make him a happy monarch on a peaceful throne.

But a few examples of the tact which avoids the causes that render so many school-rooms scenes of disorder and hard feeling will serve to illustrate and impress the subject. Two girls sit together in a school and are great friends. But their tongues are set loose, and they cannot resist the temptation to talk, and sometimes they talk loud. The teacher cautions them without effect. Shall he punish them? Thousands of children have been punished for a less offence. Better far to separate them until they amend their ways. A reading class is accustomed to read by turns from head to foot. Shrewdly counting the paragraphs ahead, and marking the place where they must begin reading, the boys at one end of the class talk and play tricks, while those at the other end are engaged in reading. I have seen a whole class punished for this kind of mischief. But how easily the evil is corrected by changing the method and calling upon each one promiscuously. The remedy will prove magical in its effects if the teacher is sure to call upon the first boy whose eyes leave the book. A stubborn girl one day, when told to go to the blackboard and solve a problem, refused outright to do so. She had been accustomed to work her arithmetic on her slate at her seat, and was determined not to conform to this new method of recitation. A teacher without tact would have used force, committed a blunder, made an enemy. But her teacher, knowing her disposition, simply proceeded with the recitation as if nothing had happened and allowed her to keep her seat unnoticed. As the teacher well knew, she could not bear to be left alone—to be

ignored, and by the time the next lesson was to be recited she was ready not only to go to the blackboard with the other members of the class, but to apologize to the teacher for her improper conduct.

At a certain academy in Pennsylvania, on Hallowe'en, a wagon belonging to the school was laboriously taken to pieces by some mischievous students, carried to the roof of the building, and after being reconstructed was left astride the apex. Next morning, as may well be supposed, the wagon was the talk of the school and the neighborhood. Hundreds gazed up at the unusual object, and wondered how it could have been got up and how it could be brought down. A convulsion was expected at the morning opening exercises, but the principal looked even more good-natured than usual and said nothing. But with that insight into character for which he was famous he quietly watched the actions of the students during the day, and by evening when the school again assembled he was confident he could name the parties who had taken the most prominent part in the trick that had created so much astonishment. So he said in a pleasant way that some ingenious persons had placed his wagon on top of the house, and as he wanted to use it he would like to have help in getting it down. He was sure any of those present would lend a hand. But as a special committee, he would appoint A. B., C. D., E. F., G. H., I. J., naming those who he knew had been most active in the work of the night before. A laugh rippled over the hall, followed by a cheer that nearly shook the building. The principal had a knowing look, but said nothing further. The boys named took of their coats and mounted the roof, and the wagon was soon in its old place under the shed without a break, and all was peace. How admirable the management! How effective the cure!

The principal of a boarding school in the State of Maryland was an adept in raising and fattening pigs, as well as training boys. One season he happened to have an exceedingly large and fine pig which he fed himself, and in looking at and admiring which he spent considerable time. On one of those occasions when the very air seems to breed mischief, the idea came into the heads of certain fun-loving boys among the students to dig a hole in the neighboring field and place the pig in it. How the thing was managed no one has told, but when morning came the pen was empty, and some hundred yards away there was a hole in the ground five or six feet deep, with the professor's favorite pig, dazed as much as a pig can be, at the bottom of it. The whole school visited and revisited the spot during the day, and the wonder continued to grow as to what would be done in the case. When all were assembled in the evening, the professor remarked without the least show of anger that one of his pigs in whose physical growth and intellectual improvement he had taken considerable interest, had been placed by some envious or less-gifted persons at the bottom of a hole in a field near by, as most of them were aware, and he supposed the best thing to do, although he was sorry to do it, was to bury him there. He had therefore provided some shovels and would ask some of the strongest boys to assist him in the work. The shovels were soon in the hands that had handled them before, and the whole school with some outside spectators was quickly drawn to the spot to witness the curious ceremony. The dirt was thrown in rapidly, and still more rapidly; but to the astonishment of most of the lookers-on, the pig readily shook it off and trampled it under his feet. The hole was soon half filled, but the pig was still erect and seemingly without any notion of being buried. In went the dirt faster and faster, but up went the pig with it until his white, fat back began to appear above the surface of the ground, when the whole crowd, beginning to see the joke, broke into laughter and cheers, until the happy porker with a satisfied grunt stepped out on solid ground and marched triumphantly towards his customary sty, where the professor with face wreathed in smiles was already awaiting him with his evening meal.

Between the ordinary treatment of such cases and fine strategy like this, there is as great a contrast as there is between the rude pictures of a comic almanac and the divine creations of a Raphael or an Angelo. Even if the incidents mentioned did not happen just as related, they serve to illustrate the kind of school management which flanks difficulties that are too formidable to be attacked in front, which turns evil to good, which makes one principle of human nature serve as a checkmate to another, which governs by a finer, higher, more effective power than force—tact.

3. *The discipline of consequences.* As in the moral government of the universe, punishment follows wrong-doing as a consequence, so the same principle may be applied in the government of the school. This is what is meant by the discipline of consequences. Without attempting to exhaust the subject or to define its exact limitations,