

will keep their high place. The innocent, he sometimes punished alike with the guilty, justifying the correction administered, on the ground, that it tended to enlist the sentiment of honour and noble shame in the cause of circumspect conduct and good behavior.

The intellectual influences which were brought to bear were in nearly all cases and in all respects quite salutary. Investigation and self-analysis also formed part of the plan. Mr. Alcott read and told stories to the children, and related incidents which were calculated to arouse within them various moral emotions, enquiry and intellectual action. Journal-writing was another feature in the school which was prosecuted with good effect, and lessons in English composition were made very useful and entertaining. Of course, as in the case of Pestalozzi, there were many objections raised against Mr. Alcott's school. Some thought that one faculty was cultivated more than another, that the children were instructed far beyond their mental capacity, and that the body was weakened and the brain was hurried on to the very verge of destruction. It was averred that so much study would ultimately ruin the children and render them utterly unfit for the active duties of life. They would become mere intellectual monstrosities. But the teacher's faith in the soul and in his system remained firm. He began a series of conversations on the Gospels, and continued them for some time with surprising results. The newspapers, however, were dissatisfied, and a furious onslaught was made on the school in many of the leading journals of New England. It was attacked religiously, intellectually, medically, and I may add systematically. Boston was aroused to white heat, old time prejudices were shocked, and the narrow sectarian spirit openly rebelled against the teachings of the mystic philosopher. The school fell from forty pupils to ten, the receipts—the real back-bone of the institution—dropped from \$1,794 to \$343.