

which side of the Ocean a man comes. But there is no real difference of language, not even any real difference of dialect; the speech of either side is understood without an effort by the men of the other side, and the differences are largely of a kind in which neither usage can be said to be in

itself better or worse than the other. Such is the general result of what I have to say about language and about some points specially connected with language. In another article I hope to carry on the same line of argument with regard to some other matters.—*Longman's Magazine for November.*

THE DISCIPLINE OF THE SCHOOL.

BY HIRAM ORCUTT, LL.D.

THE object of school discipline is two-fold, viz., school vices must be prevented or cured and school virtues must be cultivated. Among school vices, as they have been classified, are idleness, whispering, disorderly movements in the school room, injury to property, and rudeness of speech or act in the intercourse of every day life. The school virtues to be cultivated are suggested as the opposites of these, viz., regularity of attendance, promptness, obedience, truthfulness, earnestness, diligence, kindness, neatness, and thoroughness in the preparation and recitation of lessons; and these are to be secured, not only to promote the business of the school-room, but also for their influence in forming habits and character.

1. *Organization is the first business of the school room*, and nothing else should be attempted until this is accomplished. The object in view is that systematic arrangement and uniformity which will secure good order and promote studiousness. To this end, the pupils should be so seated that they will appear uniform, and not disturb each other in the necessary movements of the day; the rogues should be separated, and every temptation to idleness and mischief re-

moved. A complete division of time into periods of study, recitation, and play is also necessary. A time for disorder is, however, just as necessary as a time for study; hence the teacher must provide, not only regular recesses for freedom in the open air, but also occasional recesses from study (say two minutes) for the purpose of opening the safety valve of mischief and giving opportunity to whisper, ask questions, leave seats, and attend to all other necessary irregularities not allowed at other times. In this way, the least excuse for indulgence during the quiet hours of study and recitation is removed. The teacher can now insist upon perfect order while order is the law.

It is much easier and more merciful to govern perfectly than partially. A system of discipline, to gain the respect of the pupils and accomplish its object, must be inflexible, earnest, strong, thorough. The very fact of such a government has a silent but powerful influence in preventing evil and securing obedience and fidelity.

2. *All school laws must be based upon authority.*—This is the very germ and only foundation of good government. It must be distinctly understood that persuasion may never take the place