

stance, is placed in charge of a school, and wholly in the dark as to his best mode of procedure or the sacredness of his trust, launches forth with an irregular and extravagant discipline, a system, in fact, short of reckless inexpediency; and with an eye for an eye and a tooth for a tooth, just as his unreasoning incapacity may dictate, he will debase his office and himself, and corrupt or destroy all that is beautiful and noble in those committed to his care, which not all the wisdom of his ripened experience may rectify. It is the duty, then, of the young teacher, from the danger in which he stands of abusing his trust, to diligently supplement his growing experience with observation and study of those principles, the knowledge of which can alone command success. To the consideration of these our subject leads us.

As anarchy and political disruption are the inevitable consequences of despotism in a state, so a domineering harshness in that miniature state, the school, is always fatal to the best interests of both teacher and taught. It is folly to suppose that children, any more than men, can long be kept down by force. A spirit of resistance to restraint is a prominent element in a child's nature, and when he imagines himself the victim of severity or intimidation, his fear gives place to defiance. All repressive, violent, or vindictive action, then, should be sedulously guarded against. The sting of injustice has caused the stab to many a tyrant. Then let the unreasonable teacher beware. To thunder out some savage threat; to brandish the ready hand round the tender ears of the helpless victim; to set him, gyrating, top-like; to shake him up or shove him down; or to send him sprawling, like the trembling sailor in the grasp of the one-eyed Polyphemus, at his full length on the mid-floor, and then to belabor him with the pitiless ferule, is the work of ferocious madness, caused, perhaps, as is often the case, by a mere childish petulance at some passing thoughtless misdeed, or often by nothing at all but the violence of an unruly temper. This irrational government is, it is true, gradually being driven out of the public school by the humanizing influence of modern philanthropy, and is common only in parental government, which, with the uppermost passion the only law, is like the mother of Lord Byron, whom she alternately kept whipping and kissing all day long. A truth it surely is, that he who would govern others, must first learn to control his own spirit. A man is unworthy of the name, who has not a cool and imperturbable temper, and to the teacher of youth it is an indispensable quality. Easy excitability and hasty violence are not only fatal to the teacher's influence, but lead him into constant difficulties, which, with calmness and tact, he would escape.

Next to control of the feelings, he should have control of the tongue. As in the world, so in the schools, he is the most respected who speaks seldom, but discreetly. Those modern educators who are always preaching to young teachers about earnestness and energy before the class, overstate, I think, its importance. It is not wise, I am persuaded, to distract the pupil's attention with a gymnastic fussiness, nor to mystify his understanding with a noisy proximity; yet that is the practical outcome of this advice on many, until experience moderates their ardor. Learning cannot be got second-hand. It comes only by the student's own labor, and can not be talked into him by any efforts of his teacher, who is, or should be, rather a help by the way, or a light to guide him in his work. If the pupil is to learn a lesson, let him set to work and study it, and, when that is done, little will be left for the teacher but to examine the thoroughness of its preparation; the scholar will be an attentive listener to what he tells him only so far as he is relieved from the difficulties which are suggested by his previous enquiries. Also, in the general management of the school, a dignified reticence is the very best of policy. Everywhere it is suggestive of authority. It gives the teacher an air of quiet strength and

hidden power which goes far to establish his supremacy, and the example of quietness, too, will act on the children in making them less talkative and unruly.

A sudden breach of discipline or unexpected difficulty will often arise to embarrass his ingenuity when a rash or precipitate action might endanger his authority. The power to perceive his wisest course, and with perfect self-possession to dispose of the trouble, is a quality to be highly valued. For instance, in the case of insubordination by a senior pupil, a teacher will often sacrifice his influence, and even his situation, by the violent overflow of his righteous indignation, thereby arousing a still greater resistance, and then of course the strongest wins. On the other hand, to hesitate or betray uneasiness is equally dangerous in such a case. To show a temporizing fear of decided action is to lead the pupil to believe the teacher afraid of him, and then as a sequence open rebellion. Patience, tact, and firmness of manner will best cure such, while hardness would only aggravate the distemper. Children never like to appear before their playmates as having been conquered. Often a pupil is found whom punishment does not humble, and he will laugh at his triumph over the baffled teacher, whose influence and temper are thus sorely strained. This often leads to a course of unseemly and vindictive badgering, which, if successful, is at the cost to the pupil of a broken spirit and rising evil passions, and to the teacher of his own best interests and self-respect.

Corporal punishment is gradually, I think, becoming obsolete. Teachers are beginning to see that it is unpopular with the parents, and therefore to be avoided by him who aspires to success in his profession. They find, too, that while, as an expedient to produce an immediate effect, it is the most quick and ready; yet, when viewed in its continued effects, its tendency is to brutalize its victim and to debase the teacher inflicting it, who is thus turned into a mere jail-keeper, whose duty it is to publicly flog the refractory. But to renounce it altogether is to lose a powerful incentive to obedience, namely, fear. It should rather be kept as a force in reserve, which, like the puissant Jove, sleeping, can thunder terror forthwith by its awakened wrath. Punishment, corporally, is said by some to be occasionally a necessity, and in rare cases to exercise a beneficial influence on the culprit and the general discipline. But if its general tendency is demoralizing, its effects are the same, whether administered often or only seldom; and if it is dispensed with, except in rare cases, might not the teacher, with a little extra ingenuity and patience, be able to avoid it altogether, and thus relegate it to the confines of its own proper domain—the slave market?

In dealing with younger children, the natural awe of the teacher's person is surely enough to command obedience. If we, six feet high and wise as Gullivers in the crafts of the wily world, were placed in charge of some swarthy giant, twenty or twenty-five feet high, would not our obedience be quite a matter of course? Just such a relation does the little scholar bear to the great big teacher. His authority, then, if exercised with any reason, ought to be supreme. If they sometimes become restless and mischievous, it is because they cannot help it. It is but the protest of nature at restraint, and the working of that active young life which no healthy scholar is without. Let the teacher turn all this to account by keeping them always busy with something at once amusing and useful. Slates, pictures, drawing cards, blocks, objects, and blackboard, with a little friendly encouragement from the teacher, will keep the little folks occupied all day long.

With the larger pupils, too, it is of the first importance to have them always busy on some specific work. Idleness and mischief always go together; when they get tired of one subject, a change of study or some novel exercise will arouse their flagging energy.