

was, that two of our windows overlooked the highway, and thus presented a temptation to violate the rules of discipline, by looking at passers-by in the time of study. The winter was nearly over, and I had become strongly attached to Charley and his Cousin Polly, for they were docile and obedient,—seemingly full of affection for me, as well as for each other. I had never had occasion to chastise either of them during the term. Indeed, I had to be cautious about addressing them in a hasty or excited manner, else they would have burst into tears immediately; and to *speak harshly* to them would be worse than *whipping* some children. One day, near the close of the term, I had been disturbed several times, while attending to classes, by the scholars seated near the windows already mentioned. They would rise from their seats to look at any vehicle which might be passing. After having been interrupted three times while engaged with a class, and as often remonstrating, I lost patience, and said that I should furl the first one who arose again to look out of the windows. After this announcement all were very quiet for some time; but before I had concluded the exercises of my class, I heard a noise, and, looking around, I saw Polly standing upon a desk and stretching past two girls to look out of the window. Here was a case. All eyes were upon me. I had described a certain kind of punishment, and pledged my word to inflict it upon the one who should violate the rule. Polly was the last one I deemed likely to be guilty, and the last person in the school whom I wished to punish in such a manner; but now my only alternative was to break my word or to punish Polly. I called her to me, she came, with tears in her eyes. I asked her why she wept? She said she was sorry she had forgotten the rule; that she had been told, by Fanny Conly, that her papa and mamma were coming for her in the sleigh, and she got up to look out without thinking. I replied, "If I should not punish you as I said, I should be guilty of an untruth, which is sinful, and I should lose your respect and esteem, as well as that of your schoolmates." "O dear! yes, you must punish me," said Polly, with a gush of tears, "but I feel so bad because I cannot help it now," and she held out her hand. I stood up as though I was about to inflict the expected blows, when Charley approached, and, holding out his hand, said, "Please, master, whip me, and don't whip Polly." From this little incident I learned two things about discipline;—first, never to pledge myself to any particular kind of punishment beforehand; and second, that children often shed tears because their error is past recall, or, in the words of Polly, "because they cannot help it now," when their teachers suppose they are crying for fear of the punishment."

A particular offence does not necessarily call for the infliction of a specific punishment.—All attendant and palinating circumstances should always be taken into account in deciding upon disciplinary measures. A course that would be highly salutary in one case, under one set of circumstances, would prove far otherwise in another case, and under other circumstances. A certain physician once had as a patient an Englishman. The disease was fever. He allowed the patient to partake frequently of chicken-broth. The sick man was restored to health; and the doctor wrote in his note-book, "Chicken-broth is good in case of fever." His next patient was a Frenchman, and the disease fever. He was allowed to partake of chicken-broth, and died. The next memorandum in the note-book was, "Though chicken-broth is good for an Englishman in case of fever, it will kill a Frenchman." From this learn a lesson in school discipline, and study to adapt the mode of discipline to existing circumstances and peculiarities, and never feel that the same means will always produce the same results.

Be calm and self-possessed.—Never give your pupils opportunity to feel that they can annoy you; for if they find you over-sensitive, they will ever be on the alert to do things which will vex you. But while you aim to let them see that you control yourself, be sure also to have them feel that you shall control them; and that any degree of impropriety on their part will be duly considered, even though it may not receive immediate notice. It is well, occasionally, to let certain errors and deviations pass, apparently unnoticed, during the day, and be taken into consideration at a quiet hour after school. In a calm but firm manner, call the offenders to an account, administering such punishment, or censure, as may seem necessary. Do not forget that there is a right time, place, and manner in which to say things, and never administer reproof or punishment, when either the erring or yourself are in a state of undue excitement.

Cultivate habits of neatness and courtesy as helps to discipline.—If you can so inspire a boy with feelings of self-respect, that he will always enter the school-room with his person and apparel in a neat and cleanly condition, you will at the same time create within him a desire to regard the rules of the school. If, in addition to this, you can induce him to regard the rules of propriety and courtesy in his manner and conversation with others, you may be quite sure all else will be right. A courteous pupil will, almost as a matter of course, be an obedient and attentive pupil.

You ask, if you must ever resort to corporal punishment. In answer to this, I wish I might feel warranted in saying that it is never necessary. I hope the time may come when it will be wholly unnecessary; but I do not believe that time has yet arrived. I will advise, however, that you inflict corporal punishment as seldom as possible. Make it your "strange work"; and when you resort to it, do it in such manner and in such spirit as will make the right impression. In most cases, I would recommend that corporal punishment be inflicted in private; and yet there will be cases, in which the greatest good of all concerned will require that the punishment be inflicted in the presence of the whole school. If a boy wilfully sets at defiance all wholesome authority, and says or does things, in the presence of the whole school, for the purpose of showing that "he will do as he pleases," the better way will be to administer to him the well-deserved punishment in the presence of all who have witnessed the transgression. If, however, you can secure the entire co-operation of the parents, you will not often have any trouble of a disciplinary nature. I do not hesitate to express the belief, that, when all teachers shall be thoroughly qualified for their high duties, and enter upon their discharge with an earnest fidelity, and when all parents shall be faithful in training their children in "the way in which they should go," we shall hear no complaints touching school discipline. But until that good time shall come, the best of teachers may sometimes find

it necessary to resort to corporal punishment; but ordinarily, the higher the qualifications of the instructor, the less frequently will such occasions occur.

Never scold.—If whipping is objectionable, scolding is much more so. If you speak in fretful and fault-finding tones, your pupils will soon lose all respect for you, and they will, to a great extent, partake of your spirit. In such things "like produces like." Mild and pleasant tones, combined with a firm and determined manner, will, in most cases, secure the desired result. I once visited a school, kept by an accomplished lady, who ever exercised the most perfect control over her feelings and actions. A class was called upon to read. In it was one of those disagreeable things,—an obstinate, mulish girl. When her turn to read came, she paid no regard to it. The teacher very pleasantly, but firmly, said, "Read, Mary." But, in stubborn expression, Mary's countenance said, "I won't." The teacher, with the utmost composure, said, "You may continue standing, and the next may read." Wishing to know the teacher's plan in such cases, I asked what she intended to do in this instance. Her reply was, "I shall let my patience have its perfect work, and Miss Obstinate will not be allowed to leave her place, until she has performed her part; and as the regular time has passed, she must await my time,—which will not be until every other lesson has received attention, and the faithful pupils have been dismissed." Throughout the whole, the teacher was as calm as a summer's day, and I doubt not that the plan adopted was entirely effectual.

Never attempt to frighten a pupil into obedience.—Temporary subjection may be secured by terror, but it will not be a true submission. The motive is a wrong one, and the result will have no permanency. Let it be ever your aim to exercise that influence over your pupils, which will lead them to respect authority, and to do right, from high and honorable motives. So far as possible, train them to habits of self-control and self-discipline. Be to the little ones under your care an example of all that is "lovely and of good report," ever manifesting on your part a willing and prompt obedience to the higher powers. Remember always that

"The mind, impressible and soft, with eero
Imbibes and copies that she hears and sees,
And through life's labyrinth holds fast the clew
That first instruction gives her, false or true."

How important is it, then, not only that right impressions be made on tender minds, but also that they be made in the right way and in the true spirit. It is unquestionably true, that parents and teachers do wrong by being over-exacting and over-rigid in their treatment of the young, not making sufficient allowance for youthful feelings and buoyancy of spirit.

Have system in relation to all your exercises.—This will be of great service to you in the discipline of your school. Have a time for every recitation, and have every recitation at its proper time. See that every pupil has work enough to occupy his time, and do all you can to make every lesson interesting by illustrations of your own. Pupils love order and system; and, if they are kept properly employed, they will not be tempted to wrong action. Nothing is more true, than that a certain noted "busybody" has always some mischief for idle hands to do; and if you fail to give your pupils useful work, he will give them that which will greatly increase your labors and trials.

Aim earnestly and constantly to make all the exercises of the school-room pleasant and attractive.—Many a child has acquired an unconquerable dislike of school, and all that pertains to it, on account of the forbidding manner or injudicious chiding of unwise teachers;—even as some children, from ill-treatment at home, have been brought to regard any place as more attractive than home. On this point let me quote from the quaint language of Roger Ascham, in "The Schoolmaster," published in London, in 1571.

"Yet some will say that children of nature love pastime, and dislike learning, because in their kind one is easy and pleasant, the other hard and wearisome. Which is an opinion not so true as some men wene. For the matter lieth not so much in the disposition of them that be young, as in the order and manner of bringing up by them that be old; nor yet in the difference of learning and pastime. For beat a child if he dance not well, and cherish him though he learn not well, ye shall have him unwilling to go to dance, and glad to go to his book; knock him always when he draweth his shaft ill, and favor him again though he fault at his book, ye shall have him very loth to be in the field, and very willing to go to school. . . . And one example, whether love or fear doth work more in a child for virtue and learning, I will gladly report, which may be heard with some pleasure, and followed with more profit."

"Before I went into Germany, I came to Brodgate in Leicestershire, to take my leave of that noble lady Jane Gray, to whom I was exceedingly much beholden. Her parents, the Duke and Duchess, with all the household, gentlemen and gentlewomen, were hunting in the park. I found her in her room, reading 'Phaedro Platonis,' in Greek, and that with as much delight as some gentlemen would read a merry tale in Boccaccio. After salutation and duty done, with some other talk, I asked her why she would lose such pastime in the park? Smiling, she answered me, 'I wist, all their sport in the park is but a shadow to that pleasure that I find in Plato. Alas! good folk, they never felt what true pleasure meant.' And how came you, madam, quoth I, 'to this deep knowledge of pleasure? And what did chiefly allure you unto it, seeing not many women, but very few men, have attained thereto?' 'I will tell you,' quoth she, 'and tell you a truth which perchance ye will marvel at. One of the greatest benefits that God ever gave me is, that he sent me so sharp and severe parents, and so gentle a schoolmaster. For when I am in presence of either father or mother, whether I speak, keep silence, sit, stand or go, eat, drink, be merry or sad, be playing, sewing, dancing, or doing any thing else, I must do it, as it were, in such weight, measure, and number, even so perfectly as God made the world; or else I am so sharply taunted, so cruelly threatened, yea presently sometimes with pinches, nips, and bobs, and other ways (which I will not name for the honor I bear them) so without measure misordered, that I think myself in hell, till time come that I must go to Mr. Elmer, who teacheth me so gently, so pleasantly, with such fair allurements to learning, that I think all the time nothing while I am with him. And when I am called from him, I fall on weeping, because what-