

the foregoing is the all important question of school government.

It is evident to every one who reflects upon the subject and to none so evident as to the man or woman who is engaged in the work, that a certain degree of law and order is necessary to the proper discharge of the duties of the school-room. When there are brought together in one room 20, 50, or 100 children just at the ages when the spirit is most restless—the love of fun and frolic the strongest—the tide of life flowing fullest and fastest, and when, consequently, restraint of any kind is hardest to be endured, the work of mental cultivation will evidently be carried on with difficulty, unless all these impulses to noise and disorder be in some way controlled. Necessity has thus led to the establishment of a system of law and government in the school-room. By a transition, easy to be accounted for, this preservation of quiet and order in the school-room has come oftentimes to occupy the chief place in the teacher's attention. The means is exalted into the end, and the true end in a great measure often lost sight of.

The master enters the school-room with a determination not so much to train mind as to preserve order. To this end he bends his whole force of mind and, I regret to say, too often of body too. The very effort which he makes, the amount of attention he gives to this, defeats or renders very difficult of accomplishment, the object in view. The idea is, I hold, essentially wrong and self-destructive. Almost as well attempt to dam up from its accustomed channel, the rushing tide in yonder river, without providing another outlet, as strive to prevent the outgush in one way of the overflowing vitality in youth, by mere force of law, without opening up for it another passage. The electricity is there. If we would prevent its flashing off in one way we must draw

it off in another. The best theory of school government is, I conceive, comprehended in one brief sentence: "See that every pupil has each moment a work to do and a proper motive for doing it." And here I may remark that while I believe a good degree of order essential to the proper discharge of school-room duties, I have no sympathy with that system of unnatural, oftentimes cruel restraint, so frequently practiced. Those *proper* schools, where 30, or 50, or 100 pupils are supposed to be healthfully employed, and where yet a pin-fall startles one, are, I trust, long since on the wane. The laws of nature and of life brand them as unnatural and cruel. As to the character of the motives to be brought to bear in the school-room I have time for only a word. That children are reasoning beings, and as such ought to be governed chiefly by motives addressed to reason, or rather to conscience through reason, seems self-evident. Were I to attempt to lay down a universal rule on the subject, I should say that every child ought to be governed by an appeal to the very highest motive of which his nature may be found susceptible. Every one knows that all children are not capable of being influenced by equally lofty motives any more than are all adults. Every teacher knows full well that all children are not angels, at least not of that kind "who kept their first estate." If the higher motive prove insufficient then a lower and a stronger must be appealed to, provided always that it be a legitimate one. It may often be made a stepping-stone to the employment of the higher. In acting thus I conceive we are only emulating the example of that Great Teacher who alone was perfectly acquainted with the philosophy of the human mind, who "needed not that any should testify of man for He knew what was in man." To his own