

equally important disciplinary agencies, can have but little practical meaning or use. Discipline is itself the great educational process. The well disciplined are always well educated, with or without knowledge; the undisciplined are uneducated, even if they possess all the wisdom of the cyclopædia.

The great work of the teacher is therefore to discipline his pupils. He cannot "add to their stature one cubit," or to their mental or moral capacity one new power. But he can bring them under such a process of training as will subdue their wild and untamed impulses, as will develop the latent energies of body, mind and soul, and direct them to a course of right action—so that the future citizen or lawgiver, may be fitted for his great work and high destiny.

School discipline has reference to all the regulations and prohibitions, restraints and stimulants which are calculated to regulate the habits of study and deportment, through the interesting and important period of school life.

It has been the good fortune of the writer, during the last thirty-five years, to have "seen service" in every grade of school and under various and complicated circumstances. He has been compelled in these relations, to study human nature, and to observe the working of different systems of school government, and all the methods and appliances usually adopted for the accomplishment of the desired object. It may not be thought presumptuous, therefore, if he views the subject from his own stand-point, and, in a measure, in the light of his own experience.

The object to be secured by school discipline is two fold; viz.: School vices must be prevented or cured, and school virtues cultivated.

Among the prominent school vices as they have been classified, are tardiness, 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 opposite of these; viz.: regularity of attendance, promptness, obedience, truthfulness, earnestness, diligence, kindness, neatness, and thoroughness in the preparation and recitation of lessons. And these it is claimed, are to be secured, not only to promote the business of the school-room, but also for their influence in forming habits and character.

I propose in future articles, to enquire what are some of the disciplinary agencies to be recommended in the management, government and instruction of the school.

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### Special Education for Women.

In the *Independent* will be found an article on "Margaret Fuller," contributed by Miss M. A. Ames, in which she criticises the great and prevailing want of an aim in the education of women.

"It is not," says she, "the want of native power, nor want of opportunity, nor the envious prejudice of men, which debars women from the places of personal independence and influence which they covet, so much as it is their own lack of accurate knowledge, of faculties disciplined to special uses. One born with the faculty divine may write rhymes and romance, if one only knows the alphabet; one may do no small amount of showy and shammy work with just a smattering of lore; one may play brilliantly with things in general, without knowing anything in particular; but there is a vantage ground of thought as well as of action, which no mere show can reach, before which all shams fail. In the highest degree to weigh, measure, compare, analyze and judge involves not only the natural power to do it, but a long discipline and preparation of that power for its finest use. The total lack of such discipline is the most distinguished fact in the average education of women. The number and names of their studies are appalling. They know a little of many things—nothing accurately or thoroughly. How many women, called

accomplished, who, if orphaned or widowed, are totally unable to earn a livelihood by instructing others in any branch of knowledge which they have been superficially taught! They are sure of nothing that they have studied! They possess no knowledge which they can make available; not a single power trained to use, not a mental gift which can command in gold an equivalent for its service! Thus through their very training inferior men are constantly taking the precedence of superior women. However little a man may know, he is usually sure of what he does know. His power, if limited, is at least available; and for success it is better to be able to do one thing perfectly than a thousand indifferently. How many bright women we know who are earning their bread in subordinate or menial positions solely through the want of the mental training which, did they possess it, would bear them at once to higher and better places. How many dull men we know full of authority, influence, and money, solely because their rather scanty powers were trained to special use; because they used them steadfastly for a definite purpose. Positions of responsibility and influence are constantly opening to women who are fitted to fill them. A few men may be envious and jealous about it—that is human nature; but even now there is nothing in their envy or jealousy which can prevent a woman from commanding the position which she has fitted herself pre-eminently to fill. Then would it not be more effective if the leaders who devote themselves to the interests of women should spend a little less time in lecturing men, and a good deal more in the special training of their daughters? It is too late to atone for the superficial education or the lack of it in the women of the present generation, who are already weighted with all the burdens of mature life. But it is *the* hour to train the woman of the coming generation; to educate her for the largest use of her faculties; to give her that special training, in whatever direction she shows the most talent, which will make her mistress of at least one of the arts of the world, which in any emergency will enable her to be a self-respecting, self-supporting being. Let her be trained as her brother is trained, with a reserved power to meet the vicissitudes of life. Then, if she escapes, she is but the richer; and, if not she may rejoice no less in the exceeding great reward of faculties trained to noble service. For such we commend Margaret Fuller as the most illustrious example of scholarship in woman which our country has yet given the world. Not but that we should be sorry to see the girl of our own period writing Latin poems at eight years of age, or digging out Greek roots before breakfast, or in any way teaching her brain at the expense of her digestion. This is not necessary. In Margaret Fuller's early days it was supposed that the head condescended to no relationship with the stomach. We know better. We know that there cannot be a healthy brain without a healthy stomach, and that physical culture must keep pace with all intellectual development. But the unthinking prejudice against high scholarship in woman has been, not that it injured her stomach, but that in some very unphysiological way it repressed her heart. Nonsense! A man may be a scholar or a thinker; he is no less manly, it doesn't hurt his heart. A woman because she studies and thinks is no less a human being; but the *more*, in the proportion which her whole nature grows. Thus Margaret Fuller, illustrious as scholar and thinker, is no less pre-eminant as a daughter, sister, wife, and mother. Her heart as capacious as her mind, compassed the fullness and sweetness of every human relation. Thus in the double perfect meaning we hold up her name as that of the grand typical woman of our country and time."

### The Abuse of Physical Exercise.

The *Westminster Gazette*, in the course of an article against too much physical exercise, observes, "Those who have gone through the severest training become, in the end, dull, listless, and stupid, subject to numerous diseases, and in many instances