

effects and consequences of having, by accident, deposited a gold dollar upon the human lungs. It would corrode and poison, produce inflammation, disease and death, if it could not be removed. He then transferred the gold dollar from the lungs to the conscience, and portrayed the consequent guilt, remorse, anguish, and moral death resulting from such a crime, if not repented of. He presumed the young lady would gladly restore the money and save herself the disgrace and suffering which must follow. He told her where she could leave the dollar, and that the fact of restoring it would be proof of her penitence and would save her from exposure. In her desperation, she had already thrown the gold dollar down the register; but she did borrow the amount from her teacher, confidentially, to be paid from her spending money, and deposited it as suggested. And so the whole matter was settled and the most satisfactory results followed. The parents of the young lady never knew that anything of the kind had occurred. This case indicates the method I would adopt in dealing with school vices.

8. *The discipline of study may next be considered.*—Study is mental gymnastics, systematic thinking, and the end in view is development and culture. One great object of the school is to induce and direct this mental exercise. Study is of the first importance, and hence must have the first attention of every practical teacher. In the organization, classification, management, and government of his school his chief aim is to secure systematic thinking. To this end he arranges certain hours of the day to be especially devoted to study. No unnecessary interruptions are allowed. In the selection of studies and the arrangement of classes he has regard to the capacity and standing of each pupil, so that he may work easily and

successfully. He requires a regular hour to be devoted to each study and recitation, that order and system may everywhere prevail. He enforces rigid discipline, that the school-room may be quiet, and most important of all, he inspires his pupils with an enthusiasm that creates a love for the duties of the school and earnestness in study. He teaches his pupils how to study. He shows them that it is not the number of hours spent with books in hand, but close application, that secures thorough discipline and good lessons, and that self-application is the only condition of sound learning. Hence he will not allow them to seek assistance from each other nor often from the teacher. And the wise teacher instructs his pupils to study thoughts and subjects, instead of words and books. Thus correct habits of study are formed, and the foundation is laid for successful training at every future stage of education.

Study is the exercise of acquiring, and the only means of mental culture; mind is developed through its agency, and power of self-control and self-direction gained.

9. *The discipline of recitation comes next in order.*—Recitation is the exercise of expression, and, like study, belongs wholly to the scholar. Study and recitation are the principal means of gaining mental power and practical ability. Both are indispensable to the end in view, if not equally important.

It follows, therefore, that every pupil must recite at every recitation or suffer a loss. Classes should never be so large as not to allow this thorough personal drill. That teacher who claims ability to educate classes numbering from fifty to seventy-five is either a novice or a quack. Such teaching is a fruitful source of indolence and superficial scholarship. Recitation in concert is equally objectionable. This may occasionally be profitable for recreation and im-