

parent towards the teacher, and spoken of in presence of the children. Whatever the pupils hear at home, they will be likely to exemplify in school. It should be the teacher's first object to become acquainted with the parent, and to let him understand, by a personal interview, all his plans and aims for the improvement of the school. This can be done best at the parent's own fireside. It has often happened, that by a friendly visit of an hour by the teacher, the parent's heart has been softened, his prejudices removed, his co-operation gained, and the cheerful and cordial obedience of his children in school secured.

These visits should of course be made in the true spirit of the teacher. They should be made in the honest desire of his heart to render his labors more successful. A visit made in such a spirit seldom fails to make the parents personal friends ever after; and of course, in case of a collision afterwards between him and their children, this is a very important point.

VII. REGISTER OF CREDITS. Registers of the standing of pupils in their schools and their classes, are very highly recommended by some, whose experience is entitled to confidence. I am inclined to place this among the means of securing good order. I would recommend, however, that they should be registers of *credits* only. Some recommend the use of "*black marks*," that is, the record of prominent faults and perhaps of punishments. My own experience teaches me that this is unwise. The teacher should not show a willingness to record and publish the faults of a pupil. He should, on the contrary, show a tender regard for his reputation. Besides, the child is less likely to be mindful of his duty, when his reputation is already *blackened* by his teacher. If Registers are to be kept at all, they should record the successes and virtues of the child rather than his failures and faults. And if, at the end of a week or a month, he is furnished with an abstract for the inspection of his parents, let it be so much of good character as he has earned for himself during the specified time.

I confess I am less sanguine than many others as to the utility of the register, either as an incentive to obedience or diligence; but if used at all, I think the above restriction is highly important.

VIII. AVOID GOVERNING TOO MUCH. By this I would be understood to urge upon the teacher the fact that his main business in school is *instruction* and not *government*. Government is a *means* and not the *end* of school-keeping. A very judicious and practical teacher—Mr. R. S. Howard—has well remarked: "The real object to be accomplished, the real end to be obtained in school, is to assist the pupil in acquiring knowledge,—to educate the mind and heart. To effect this, good order is very necessary. But when order is made to take the place of industry, and discipline the place of instruction, where the time of both teacher and pupil is mostly spent in watching each other, very little good will be accomplished."

It is a mistake that many teachers fall into, that they seem to regard *government* as their chief occupation, and, as we should naturally expect in such cases, it is often very poorly exercised. That is not the best government which is maintained as a matter of formal business. The noiseless under-current is far more efficient. I have always noticed that men govern best *when they do not seem to govern*; and those who make most effort and bustle about it themselves, are pretty sure to have the most boisterous schools.

I once in company with a friend officially visited a school where the teacher, a man of strong frame—six feet high, and with *lungs in proportion*, was *laboring* to keep order. Every word he uttered was in a stentorian voice which would have been painful to the pupils in a quiet room; hence, they took care to keep up a constant clattering of books, slates, and rulers, mingled with the constant hum of their own voices, as if for self-defence. It seemed to

be a mighty effort of each party to rise if possible above the noise of the other. "Silence! Order! I say," was constantly ejaculated in a voice that was almost sufficient, as Shakespeare's Hamlet would say, to "split the ears of the groundlings."

One of the most ludicrous scenes I ever witnessed, occurred in this school during an exercise in English grammar. The class occupied the back seats, while the teacher stood by the desk in front of the school. The children between the teacher and his class were variously employed—some manufacturing paper fly-boxes, some *whittling* the benches—(it was in New England); some were trying their skill at a spit-ball warfare; others were making voyages of exploration beneath the seats. The school, consisting of some seventy pupils, were as busy as the occupants of an ant-hill. The sentence to be parsed was, "A good boy loves study." No written description can present the scene as it was acted in real life.

It should be borne in mind that every word spoken by the teacher, whether to the class or to the school, was in a tone of voice which might have been heard at least an eighth of a mile, and that every exclamation was accompanied by several energetic *thumps* of a large oaken '*rule*' upon the lid of his desk. The language of the teacher is in italics. "*Mary, parse A.*" "*A is an indefinite*"—"Silence! Order there!"—"article, and is prefixed to"—"*John!*"—"No sir, it is prefixed to"—"*Martha, Martha! sit up!*"—"it is prefixed to—boy."—"Right."—"Good, next."—"Good is an adjective,"—"Order, Order, Order!"—thump, thump, thump!—"Go on, go on, I hear you!"—thump, thump!—"and belongs to"—"*Speak louder! Sit up there! What are you doing? And belongs to?*"—"boy."—"The Rule. The Rule! I say."—Here several children looked earnestly at the piece of timber he held in his hand.—"*The Rule, sir, the Rule.*"—thump, thump!—"You've got it in your hand," vociferated a little harmless-looking fellow on the front seat, while the scholar proceeded to recite the rule.—"*Adjectives belong to*"—"Lazy, lazy fellow! sit up there."—Here the class smiled, and the scholar completed his rule, asserting however that "*adjectives belonged to nouns*," and not to "*lazy fellows*," as the class seemed to understand the master to teach. Word after word was parsed in this way. (a way of teaching our language, which, if we could know it had been practised at the erection of Babel, would sufficiently account for that memorable confusion of tongues without the intervention of a miracle,) all the teacher, nearly exhausted by this strange combination of mental, oral, and manual labor, very much to the relief of all, vociferated "*That'll do!*" and the scene was changed.

At the close of the afternoon, we were told that "it was a very hard school, that it was almost impossible to keep order, and that he should be discouraged were it not that he saw a manifest improvement within a few days past!"

Now this teacher made the school what it was, by his own manner. He would have done the same in any school. He taught in the most effectual way the science and art of confusion; and notwithstanding the hard name he gave his school, he was *emphatically* the most disorderly and noisy member of it.

There was a change. On another day, accompanied by the same friend, we presented ourselves at the door of this same room for admittance. We heard no sound as we approached the entrance, and almost began to suspect we should find there was no school within. We knocked; and presently without our hearing the footstep of the person who approached, the door opened, and we passed in. The children looked up a moment as we entered, and then bent their eyes upon their lessons. The teacher softly handed us seats, and then proceeded with the recitation. His manner