

alike dangerous to the harmony and unity of your school. Enlist the sympathy and co-operation of your pupils in the maintenance of order. It will be easy to convince one that if his next neighbor, unknown to you, transgressed certain rules which he has religiously kept, the former has attained an undue advantage over him through fraud. Point out the dishonorable nature of such conduct. Ask pupils frequently if they have kept or broken this, that, or the other rule or instruction. Begin with those most likely to have obeyed them. The consciousness that they may at any moment be questioned relative to their own conduct or that of their classmates will render pupils more cautious, and with judicious management this caution may be increased until transgression of rules, or disobedience in most particulars is of rare occurrence. Certain allowances, however, should be made. Children are naturally thoughtless, and where disobedience to commands has occurred in this way, the pupil should be encouraged to come to you privately and mention it. A word of caution from you then will, in most cases, produce the best results.

Having perfected a system of detecting misdeeds, the question of punishment becomes one of secondary importance. Of course, I here assume the existence of rewards, in some form, for the faithful discharge of duty. But a teacher who has a large majority of his pupils well affected to the regulations which he has established, entertaining a proper respect for his person and opinions, and ready if need be to see justice done to any offender, even to their nearest friends, has need but seldom to resort to serious punishment; but cases do arise when such is needed, and these we may proceed briefly to consider. By associating pleasure or pain with actions of children we may, even before the development of the reasoning faculties, give their minds a set in the right direction, for it is natural for children to practise such habits as are followed by rewards or pleasures, while at the same time they will shun the practice of such as are followed by pain.

In the infliction of punishment in any form we should avoid all appearance of fretfulness, peevishness, or anger; the sufferer will then attribute his pain to his offence, while he will regard his ruler as just and generous. Since implicit obedience is the principal object to be attained in school government, it may be well to consider how to obtain it. I would begin by instructing children to perform duties that would cause pleasure; in short, tell them to do duties that they would do of themselves if they but thought of it. As obedience becomes habitual they may be ordered to do duties less attractive, and so on to those that may even excite dislike. Endeavor as much as possible with small children to turn work into play. On the contrary, you may often cure a pupil of over attachment to play by turning it into work. For instance, a boy too fond of playing marbles might be cured by ordering him not to desist until he had won two or three hundred marbles. Punishments have been classified by some into major and minor, the former generally meaning all forms of corporal punishment. I am not sure that corporal punishment presents most terrors to children's minds, especially to those of refined natures. Since punishment is inflicted in order to bring about moral reform, I should say that, to be most successful, we must look outside of the range of corporal punishments. Solitary confinement I believe to be one of the best methods, if properly exercised. Under its influence, the offender has time for dispassionate reflection, and, if it be accompanied with wise and kindly admonition, it will seldom fail to produce good results. This form, however, is not so well adapted to school life as it is to domestic rule, as the pupil is not permanently under the control of the teacher.

Reproof is good; but reprove only, do not reproach. Avoid ridicule; it has a similar influence on the minds of pupils. Hold up the fault to sneers and ridicule if you will, but spare the offender any degree of exposure. Do not, as a rule, administer reproof in public; nearly all will listen with some feeling more like contrition in private.

A LANGUAGE LESSON FOR THE SECOND READER CLASS.

I. THE SUBJECT MATTER OF THE LESSON.—"The swing.—Frank has made a swing for Lucy and little Tom. It is in the old apple-tree that stands by the gate. Amy has come to visit Lucy and Tom, and they are giving her a fine swing. See how Tom can run under! Lucy has her hat on, but the wind has blown Amy's hat off. You can see it lying on the ground. It is May. The grass is fresh and green. On the apple-tree, little pink buds peep out from under the leaves. Soon those buds will open into pink blossoms, and fill the air with a sweet scent."

11. STUDY OF THE LESSON.—1. The pupils read the lesson until fluency is acquired.

2. The teacher induces the pupil to discriminate the parts of each sentence. The pupil answers in complete sentences, emphasizing the word containing the answer. Who has made a swing? *Frank has made a swing.* How did Frank obtain a swing? *Frank has made a swing.* What has Frank made? *Frank has made a swing.*

3. The teacher induces the pupil to discriminate the sentences of the lesson. What is said of Frank? *Frank has made a swing for Lucy and little Tom.* Where is the swing? *It is in the old apple-tree that stands by the gate.* What is said of Amy, etc.

4. The teacher induces the pupil to discover the relations which exist among the parts of the lesson.

Sentence first expresses how the swing was obtained.

The second sentence expresses where it is.

The third and fourth expresses its use.

The fifth and sixth describes a little accident while the swing is used.

The seventh expresses the time of its use.

The eighth, and ninth and tenth describe the grass and the pink buds of the apple-tree at that time.

5. The teacher discusses with his pupils the persons and things mentioned in the lesson.

The persons: Frank, Amy, Lucy, Tom.

The things: The swing, the hats, the grass, the apple-tree.

III. COMPOSITION.—1. The teacher requires the pupil to write the lesson with changed person and number. *I have made a swing for Lucy and Tom. It is in the old apple-tree that stands by the gate, etc.*

Capitals and punctuation marks as in the book.

2. The teacher requires the pupil to write the lesson as if Frank and Tom made the swing. (Change of number.)

3. Change of the subject-matter. *Frank has bought a little waggon for Lucy and little Tom. He bought it from a man who has a store on the corner. Amy has come to visit Lucy and Tom, and they are giving her a fine ride. See how Tom can push, etc. It is June, etc.*

4. Describe a swing. (For older pupils.) This last request is too difficult for the Second Reader class, as the uses of punctuation marks have not been taught yet.

IV. GRAMMAR.—The word Frank is used as the name of a boy. The word Lucy is used as the name of a girl. The word gate is used as the name of a thing. Persons and things are called objects. Words used as the names of objects are called nouns. Nouns are words used as names. They may be the names of persons, as Lucy, Tom; or the names of things, as gate, apple-tree. Find nouns in your compositions. Why are they called nouns?

V. SPELLING.—The teacher requires the pupil to write from memory part of the lesson, with diacritical marks, division of syllables.