

will be all right." A younger master, exasperated after a long morning's struggle, has been known to say to his form: "I don't care whether you do any work or not; but I will have order." Another man, with his scanty stock of patience expended, made use of almost identical words, and added that there should be absolute quiet for ten minutes before the lesson continued. To obey such an order was clearly impossible, and fresh explosions on both sides followed. There is no need to exaggerate or to take an isolated case as typical. It seems difficult to deny that a false notion of what is meant by discipline widely prevails, and is a source of much trouble to the untrained beginner.

Discipline cannot be dissociated from work, and orders, to be obeyed, must be reasonable. It is a common theory, and one which, though not quite true, is sufficiently accurate for our purpose, that boys are sent to school in order to work. Here is the basis of the teacher's discipline. A certain amount of work imposed by the authorities or by examinations has to be got through in a given time. Without order and method this is impossible. And it may be repeated that the class is no whit behind the teacher in recognizing this truth. Consequently, if Jones *major* will persist in talking, or giggling, or asking irrelevant questions, he is not to be punished for disobeying orders or for offending against the dignity of the cap and gown. He only needs to be made to feel that he is interrupting and delaying the work, or that he is becoming bored when a closer attention to the lesson would give him an interest in what he is doing. This may sound like vague advice, but such a course is easier than the alternative of setting Jones a punishment for talking—easier, that is, in the long run. For, if you give him

a hundred lines on Monday, he will inevitably be tortured on Tuesday with curiosity to find out how far he may go before you give him five hundred. When the work is made the first thing, and when the boys feel that the master is really wishful to teach them, and does not presume upon his authority, then the difficulty is almost over. For the enthusiastic worker, even if he be a "poor disciplinarian," succeeds in gaining the respect of his form. The new master often goes into his room on the first day thinking it is going to be a tussle between him and the boys, and he is armed at all points. He forgets, or perhaps he has never been told, that on the first day there will be no revolt. The boys "lie low" till they have taken his measure. This is his opportunity. He has plenty of time to show them that he is sympathetic, has some sense of humour, means to work, and will not too greatly stand upon his dignity. If he does that, the boys at once lose their desire to "try it on with old X."; the victory is won, and things go as smoothly as they ever do in form room life.

Sympathy is the first and main desideratum. For children it is a trying ordeal to sit still and be talked to for four or five hours a day. There are even adults who would revolt under such circumstances. But once arouse a fair interest in getting through the work, and, with short interludes for "standing at ease," the time passes quickly. Sympathy means the ability to look at the lesson from the point of view of the class. Consequently, there is a danger of over-emphasizing the need of work. When Mr. X. comes in for his hour's construe-lesson, feeling that he must get through so many pages before the bell rings, he is so absorbed in this idea that he quite misses the humorous point that makes Jones *minor*