

MISTAKES IN DISCIPLINE

1. It is a mistake to try to teach without good order. A prime condition of successful school work is the undivided attention of pupil and teacher to the work in hand. Secure good order before attempting any other work, and when secured, maintain it.

2. It is a mistake to suppose that "good order" means perfect quiet. The order of a successful school is the order of an earnest, active community, steadily, quietly and cheerfully engaged in the pursuit of legitimate business. This pursuit will necessarily be attended with some noise. The order of life, not death, is what is wanted. Order may be heaven's first law; but it is not heaven's only law. Order is not repression, but direction. The necessary noise of legitimate work is not disorder.

3. It is a mistake to call for order in general terms, and to hedge the conduct of children with numerous rules. Children usually know what is and what is not proper conduct. Leave them as free as possible to regulate their own conduct, and yourself as free as possible to deal with each offence specifically and to adopt punishment — when punishment is necessary — to the exigencies of each case as it shall arise. The child who in a moment of forgetfulness asks his neighbor for a pencil is much less a criminal than he who maliciously annoys all around him by talking; but each has equally been guilty of a technical violation of the law which says, "Thou shalt not whisper." No sensible teacher would administer the same punishment to each.

4. It is a mistake to be too demonstrative in maintaining order. Control as far as possible, without seeming to control. Do not be the most disorderly person in the school in your efforts to maintain order. Banging a bell or pounding a table may attract momentary attention, but will not secure quiet and work.

5. It is a mistake to speak in too high a key. As a rule, the more and the more loudly you speak, the less and the less distinctly the pupils will speak.

6. It is a sad, cruel mistake to compel children to sit quietly in one position for even half an hour. Try so sitting yourself, if you would find one good reason for not making such requirement. Insist upon graceful, healthful position, but not upon absolute stillness. The younger the pupil the more frequently should be permitted changes of position

7. It is a mistake to be satisfied with order that continues only while the teacher is present. He who preserves the peace only when under the immediate observation of the police is not usually considered a model citizen. Men and women who possess the power of self-control are the products the schools should return to the State. The less police duty a teacher does — and is compelled to do — the better for the future of the State.

8. It is a mistake to treat pupils as though they were anxious to violate the rules of the school. If you would make a villain of a man, treat him as though you thought him one. The law does not assume that any man is a criminal. But you must distinguish between blind confidence and a frank trust in those who have not proved unworthy.

9. It is a mistake to punish by pulling ears, striking upon the heads, etc., or to inflict corporal punishment in any form, except in extreme cases. In maintaining order, always appeal to the highest available motive. "Do right for right's sake" should be the rule of action; but secure order by some means. — Intelligence

THE FATHER OF ALL HOT SPRINGS.

The Sprudel is the most ancient of all Carlsbad's fountains, the father of all hot springs, and still pours forth in primeval vigor the greatest flood of all. It rises like a geyser in its basin, a steaming, spouting column an inch and a half thick and from six to thirteen feet high. Around it stands priestesses, the spring-girls, dressed in white waterproof uniforms. They fix the drinking-cups at the end of poles and catch the water as it comes fresh from the earth's heart. The geologists call Carlsbad's fountains virgin or volcanic water. They have their sources in no rainfall sinking to fill subterranean reservoirs. Created in those glowing inner laboratories of the mother earth, the water here leaps to light and air for the first time.

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NOT ON THE MAP.

Joan was a most conscientious pupil, eight years old. During one of the school study periods, the teacher noticed her searching a large atlas intently with a most puzzled expression. After a few minutes she asked the child what she was looking for.

"Oh," said the anxious student, "Miss Kane said we were to find all the places spoken of in the history lesson on the map, and it says that 'Columbus was at the Point of Starvation,' and I can't find it anywhere!"