

school hours is allotted to certain duties. The same classes recite, invariably, each day at the same time. There is to be no encroaching upon the privileges of one class by any partiality for another. The time once allotted, is to be sacred to that purpose, and every scholar knows, by referring to the Time Table, that at a fixed time he must perform a certain task. This is the first step in Routine, and on its faithful observation depends much of the success of further advances. No teacher that wishes to have his school progress systematically, and to avoid the confusion that inevitably takes place from an omission of prescribed duties, can afford to discard any of the requirements of the Time Table.

But there are other minor forms of routine in themselves very important. For instance, the manner in which scholars enter and retire from the school-room, and the manner in which they advance to, and retire from recitations. In regard to the former, there is far too much laxity. It is not at all uncommon, when the bell is rung, to see a whole school, boys and girls, rush into the school-room pell mell, jostling and elbowing each other, and breathless with the effort made to be in first, taking their seats—the confusion of entrance only equalled by the confused idea which they entertain regarding the duties they are expected to discharge. This should always be avoided. Every scholar should enter school calmly and quietly. When the bell is rung, if they do not fall into line outside, they should at least enter as orderly as soldiers in barrack. And the easy imposed restraint required to accomplish this would be a good beginning to maintain a certain amount of self control during the day.

Similarly, with advancing to, and retiring from recitations, nothing is more unseemly in a school than the promiscuous dash of a dozen pupils to the front, that their work might be reviewed or examined by the Teacher. Short of Babel, there is

nowhere greater confusion of sound and patter of feet, than the noise occasioned in this way. And not only is this confusion disagreeable to see and injurious to the proper training of the pupils, but it always occasions a loss of time, and, not unfrequently, so annoys the Teacher himself as to unfit him for properly taking charge of his class.

Now, to obviate all these difficulties, every teacher should follow regularly and inviolably a system of routine in everything connected with his school. The pupils should all be trained to enter and retire according to some uniform system. It makes but little difference what that system is, so long as it subserves the purpose for which it is designed, viz. to secure perfect order and uniformity. And what applies to the entering and retiring of pupils applies equally to every other part of school routine. Whenever a number of individuals are required to perform any duty, the object of the teacher should be to get them to act simultaneously, so that the performance of that duty by a number, would produce no more confusion than if performed by a single individual. This can only be done by a system of drill, by closely watching the movements of every scholar, and securing from them the most perfect compliance with every detail. If it is required that the whole school should "stand up," let every scholar take his feet at once. If it is necessary for a class to come forward, let them do it at once, quietly and in regular order.

Many reasons might be given for this routine, besides the very important one already alluded to. It will not be disputed that such "drill" or attention to routine, contributes to the general discipline of the school. The greatest number of offences against which the Teacher has to contend, arise from thoughtlessness. Children are seldom perversely wicked. They not unfrequently get into trouble through their natural frivolity or warmth of temperament.