

These favoured ones are the objects of much good natured envy among their fellows, but there are many more deeply conscious that such by nature is not their equipment. If to these the power to rule shall ever come, it will be, as other powers have come, by intelligent use and cultivation of the capability in this direction with which maturity finds them. No one need despair of attaining a reasonable success in discipline, if willing to learn the principles on which it rests, and if energetic enough to persist notwithstanding discouragements. Are we to regard school discipline as simply a means to an end, or as itself an important end in school life? The former impression seems to prevail, and on excellent authority. Mr. Sully* says:

"The immediate object of school discipline is, indeed, not moral training, at all, but rather the carrying on of the special business of the school, namely, teaching."

There is much to be said in favour of this view of the case. Life is short; in particular, school life is a period crowded with its demands upon the teacher. The exigencies of the classroom are so numerous and imperative that, one may fairly say, the first duty is to see that discipline tends to establish right conditions for teaching. Order should be insisted upon, because disorder dissipates attention and prevents healthy intellectual action. Obedience should be secured because disobedience strikes at the roots of authority and enfeebles the teacher's ability to compel study and to secure order. Organization and drill should be introduced so as to use time with economy and to prevent waste of energy. All this is wise and necessary, but it is not the whole of the matter. "These ought ye to have done and not to leave the

other undone." No school can long prosper where these ends are not sought, but, on the other hand, no school has done its whole duty to its pupils if nothing more than this has been the outcome of its discipline.

I shall venture, therefore, to take issue with all who claim, as Mr. Sully does, that the chief aim of discipline is the improvement of the conditions of study, instruction and recitation, and to assert that in school discipline there should be held directly and immediately in view the moral training of the individual pupil. I should even go further and say that if the issue arises, as it rarely will, the intellectual work of the school should be subordinated to the training of character. Should any one reply that this aim is too lofty for our plain, work-a-day school life, I must rejoin with Malvolio,

"I think nobly of the soul, and no way approve his opinion."

What has been said is true of the management of schools in general, but is especially applicable to the conduct of high schools, in view of the characteristics of young people of the high school age. If with little children whose world is all within them, who are seldom conscious of the expanding self within, it is sometimes expedient and necessary to take the readiest and speediest means of accomplishing results, there can be little sober reason for haste and rigidity with older boys and girls when more quiet and less hasty measures serve for the present and for the future as well.

"The race is not to the swift, nor the battle to the strong."

The German Pfisterer has marked off the mental life of children as wisely, perhaps, as the case permits, making of it four periods. The first is infancy, to the end of the first year, in which the bodily life and

* Sully's Teachers' Hand Book of Psychology.