

teacher, is the great obstacle to the establishing of correct habits of action. What you require once, always require. What you insist upon once, insist upon at all times. Let the pupil feel constantly the sense of personal responsibility. Let him know that personal conduct is a personal matter for which he is personally responsible.

The whole doctrine of methods of school discipline may be summed up briefly thus: Be uniform in your requirements; teach your pupils to govern themselves; and see that they mature into fixed habits all those actions which they should habitually perform.

How can this be done? By what means can school discipline be enforced? I confess, at the outset, that it is much easier to lay down the law than to indicate efficient means for its enforcement. The reason for this lies in the fact that efficient forces of discipline consist largely of the personality, the knowledge, and the habits of the teacher himself. If you do not possess the qualities needed by a good disciplinarian, you cannot discipline well till you develop them in yourself. Keeness and rapidity of observation, firmness of purpose, uniformity of aim, kindness of heart, cheerfulness of disposition, agreeable manners, a pleasant voice,—if you lack these characteristics, you need not expect to discipline a school well till you acquire them. In such a case, your disciplinary efforts should be subjective; they should be directed to the creation of the very elements of disciplinary power. Young teachers often ask for specific rules that may be applied in special cases. Such rules are useless, because so much depends upon the teacher. A teacher once asked me this question: "What would you do in case of whispering, or disobedience?" My reply was, "I would stop it." The further ques-

tion came, "How would you stop it?" My answer was, "With the force of my moral character." This was not an answer to the real question in the teacher's mind; but it was about as near to it as I could go. And yet it may be of use to state some of the more important agencies which, in the case of teachers who are capable of applying them, are useful in securing order in school, and in securing it in such a way as to produce those elements of character which should be taken from the school to active life.

1. The first that I will mention is activity, or employment. Leave no time for mischief. Provide for work deliberately and in advance of the time when the work is to be done. If you depend upon inventing a programme for each day and hour, monotony or confusion is likely to result. Your own idiosyncracies will manifest themselves too often; and they may not be agreeable. You are likely to give too much time to what you like best; but your pupils may not be prepared for your special method of work. Provide in your programme for each full hour's work. Do not trust too much to inspiration for providing for the last part of the hour; you might not be inspired at the right moment. When the time for physical exercise comes let the exercise be vigorous. Let it be as much of a luxury to sit down at the close of the exercises as it was to stand up at the beginning. Monotonous lifeless motions are not only useless in themselves, but they do not prepare the pupils for the quiet of the study hour. Make the exercises so lively that the blood will dance and tingle in the veins, and that the muscles will need rest; and then rest will be sought, and quiet will come unsought.

2. Teach your pupils to work. Herbert Spencer predicts the time, in