

experiencing the necessity for them, and by putting them in practice as they learn them. The rules that will be best learned and most consistently obeyed, are those that are not spoken or written or printed, but acted by the pupils under the guidance of the wise teacher. The pupils should have the reasons for rules explained to them so far as to enable them to see their justness; indeed judicious teachers may allow their scholars to assist them in framing rules.

While the teacher should place as few restraining rules as possible on his pupils, he must not neglect to define clearly their duties towards each other and to the school, nor to explain fully the nature of the offences which they commit.

IT IS A MISTAKE TO BE DEMONSTRATIVE IN MAINTAINING DISCIPLINE. Some machines make a perpetual jarring noise while running. So some schools are disciplined in such a way as to make them really disorderly. Teachers are often disorderly in attempting to secure order. They may succeed in obtaining a kind of discipline, but they lose much valuable time in getting it; and when secured it lacks many of the beneficial influences of good discipline in forming the characters of the pupils. Visitors at schools will frequently hear the teachers cannonading their pupils with such orders as these: "Take down your hand, sir;" "Turn around in your seat, James;" "Sit up, Mary;" "Attention, Susan;" &c. These are *commands*, and the wise teacher will never even make a *request*, when a *suggestion* will accomplish his purpose. There is one fact always noticeable in schools in which the teacher has to resort continually to the above method of controlling his class. His work is never done. The supply of disorder never runs out. In fact he does not notice and check in most cases one-half the wrongdoing that goes on, and at its best the order of the pupils is only indifferent. Even if the best of order on the part of the class could be secured by such means, the disorder of the teacher would neutralize its good effects.

There are some classes always in order, whose teachers do not appear to be controlling them at all. The teacher is teaching and the pupils attending in a quiet and respectful manner, when the visitor enters, and he leaves after a stay of a couple of hours without having heard a single child named in connection with the violation of a rule of any kind. The teacher was controlling the class, but neither class nor visitor was painfully conscious of the fact.

What causes the difference between the two classes? Is the noisy, restless, forgetful class to be blamed for its delinquencies? Certainly not. The teacher is responsible in every sense. Let the teachers exchange classes, and after a couple of months the classes will have altered their characteristics. One teacher strives for order merely for its own sake, the other maintains discipline that he may teach. One talks, preaches, and scolds about order, and demands it with threats of "impositions" or punishments in case of refusal or neglect by the pupils; the other secures "the silent co-operation of natural laws, by good organization, by careful forethought, and by quiet self-control."

It may be said by some, that the power of governing without apparent effort is a natural gift, possessed by few, and beyond the acquisition of those not so blest by nature. Undoubtedly some possess this power to a greater extent than others, but all may learn the principles that underlie good government; and no one should presume to teach, until he is able to practise those which are essential.

The methods of securing order on first taking charge of a class may vary, as they will depend to a considerable extent on circumstances, but good discipline can only be maintained by the most careful attention to the physical comfort, the instincts, and the mental characteristics of the children.

IT IS A MISTAKE TO SPEAK IN TOO HIGH A KEY. Probably no other error increases the labor of the teacher and the disorder of the class to so great an extent as this. Children soon cease to attend to a teacher with a loud voice pitched on a high key. It is not surprising that they do so. A loud voice soon becomes monotonous, and loses its influence in securing attention and order. It has, indeed, a positively injurious influence on a class in two respects:

1. It induces a corresponding loudness and harshness of tone on the part of the pupils, and leads them to speak and read in a forced, unnatural manner. In this way their voices lose all their sweetness and half their influence. "Loudness," says Emerson, "is always rude; quietness always genteel."

2. It produces an irritating effect on the nervous systems of children which prevents their being quiet and attentive.

The voice should be pitched rather *below* than *above* the natural key, and used with only *moderate force* in the school-room. It is much more impressive than a high, loud voice, and infinitely more effective in securing good discipline. Children will learn much more rapidly, too, if the teacher speaks in a quiet conversational tone.

It must be remembered, however, that weakness of voice must not be confounded with good modulation. Weakness of voice indicates some corresponding weakness in body or character. Proper modulation, on the contrary, conveys the impression that the speaker thoroughly understands himself and his surroundings, and has a large amount of reserve force ready for any emergency. *Decision* and *sternness* are not synonymous.

IT IS A MISTAKE TO TRY TO FORCE CHILDREN TO SIT STILL EVEN FOR HALF AN HOUR IN THE SAME POSITION. It is right to insist that all the pupils shall sit in a uniform position while engaged at the same lesson. It is wrong even to allow them to sit for a minute in *ungraceful* or *unhealthful* positions. The teacher cannot be too exacting in these particulars, but the same position should not be continued too long. This is especially true in the case of little children, whose bones are not hardened. The muscles will weary of sustaining the weight of the body in any position too long, and the weight being thrown on the flexible bones will bend them out of their proper shape.

The judicious teacher will not attempt to *restrain* the restlessness of junior children, but will give it a natural outlet. There is no other so good as light calisthenic exercises, accompanied by singing. These are exceedingly interesting to the pupils, and give the needed exercise and change to the muscles wearied in one position. If teachers would give their pupils two minutes restful exercise between each lesson, or at the close of each hour, the pupils would make more rapid progress in their studies, and the teacher's work in preserving order would be greatly lessened. "In the majority of cases they break artificial rules in obedience to powerful instincts, which the teacher has failed to press into service. They are largely under the influence of the instinct of activity, and unless some safe provision be made for satisfying this instinct, they will be irresistibly impelled to satisfy it in ways of their own. They will fidget when they are expected to keep still; they will grow weary of being treated as mere passive reservoirs into which knowledge is to be perpetually pumped, and will seek occupations, mental or bodily, for themselves; and in a variety of ways they will disobey the teacher who persists in this unwise defiance of natural laws. It is absurd to blame them for their disobedience. They cannot help it. They did not make themselves, and the laws of their being are only partially under their control."

IT IS A MISTAKE TO ALLOW PUPILS TO PLAY IN THE SCHOOL-ROOM. There are many stormy days, when no reasonable