

small. Of course a man or woman may be a highly successful teacher without the aid of a well and harmoniously developed body, and even in spite of physical deformity. It is highly important that the carriage of the teacher should be graceful and easy. Children are the best mimics imaginable, and a mere physical trick, such as a peculiarity of the gait, is more easily acquired than a mental habit, for the reason that ordinary motion, being controlled by the lower nerve centres, is capable of becoming more highly reflex than thought. Everyone is aware of the wholesome respect which is inspired by an appearance of physical strength. We all more or less worship strength, since, in all of us, more or less, lingers a vestige of the nature of primitive man. Other things being equal, the man with the greater amount, or greater appearance of physical strength, will find it easier to maintain discipline than one less fortunate, and that too, without the use of any force whatever. Then there is a great deal in the eye. Some men inspire terror in the evil doer by a mere glance, other men might stare for a year without effect. In fine the majority of us would find our work easier if we possessed "the front of Jove to threaten and command."

To a person who is not so fortunate as to possess a vigorous and graceful body, the road to success in discipline must be in the sunny ways of love. Even the highly favored must work more through the affections than through fear or even respect, by as much as love is superior to respect and fear. Fear dwarfs, love expands. The teacher should be more apprehensive lest in dwarfing evil tendencies capabilities for good become atrophied, than that in drawing out the powers of the child by means of the affections the repression of evil tendencies should be slighted. Every farmer knows that the best way to keep weeds and tares in check is by encouraging a vigorous growth of wheat. So the very process of developing moral and mental excellence tends to dwarf the evil propensities of child-nature. Fear may repress evil; it cannot draw out the good. Love, in drawing out the good, represses the evil. Which, then, in the vast majority of instances, is the more effective weapon?

Having considered now at some length what the teacher must be, let us next enquire, "What must the teacher do?"

He must become at one with his daily environment. He must develop, if he has it not already, a sympathy with the sentiment and intelligent material upon which he has to work. Even the potter may not fashion his fabrics without any reference to the quality of the material upon which he is at work. The carpenter must select his tools according to the quality of the wood he is moulding. The clay, the wood, are soul-less, will-less, and the qualities of each particular variety is constant. The child is soulful and wilful, and is an ever-changing quantity. How vitally important, therefore, nay, how indisputable is it that the teacher should be in real, living sympathy with his pupils, as a result of a real intimate knowledge of their individual characteristics.

We are often shocked by the seeming heartlessness, and lack of sympathy of those around us for things

which stir our deepest feelings. Have we ever asked ourselves why they are apathetic and we are sympathetic. Or have we simply set them down as barbarians and moral degenerates? Believe no view so pessimistic can be the true one. The reason we feel, and they do not feel, is that we know and they do not know. The cause of apathy is ignorance, and the basis of sympathy is knowledge. This view has at least the merit of being optimistic.

If the teacher, then, is out of sympathy with his environment, he must not lay the blame on nature, he must be honest with himself and lay the crime, for it is a crime, at the door of indolence. If the laziness is constitutional, the quicker one is out of the profession the better. If it is merely habitual, the cure is study, hard, unremitting, patient study. And what a study! The philosopher poet has said, "The proper study of mankind is man." There is a place and time to begin every study. In the case of man, the time to begin is during his childhood. Because, in the first place, then is the time when the foundations of his character are being laid, and because in the second place, then his motives are the most transparent and his actions the most spontaneous. The child uses words to express his thoughts and feelings. The man uses words to express what ought to be, or what he wishes to be considered as his thoughts and feelings. The easiest time to learn the ground plan of a building is just after the foundations have been laid. The easiest time to learn the plan of a human character is just at its beginnings.

I have often been pained in school rooms by teachers allowing and even encouraging their pupils to laugh at the mistake of some unfortunate. This is deplorable. It not only dulls the finer feelings of those who laugh, but it gains the lasting ill will of the victim. If this is a common thing in school, the teacher will be rightly rewarded by a listless or positively antagonistic attitude of his school.

The psychological correctness and the effectiveness of the teacher's punishments and methods of teaching will be in direct ratio to his knowledge of and sympathy with child nature, both individual and general.

I suppose that anyone who undertakes a paper of this kind is expected to say something about the methods and aims of punishment. But this subject has been so often and so thoroughly discussed, and without arriving at any satisfactory conclusion, that I will be pardoned for passing it over but lightly. Let it suffice to say, that although I believe firmly in the efficacy of the rod in certain cases, yet I regard that one of the ends of discipline is to do away with punishment as commonly understood, and that any harsh punishment, such as corporal punishment, should be the exception rather than the rule.

A well ordered time table is an invaluable aid to the teacher in maintaining good discipline. The principle of order, harmony underlying it, insensibly exerts its influence on the minds of the children. They grow orderly without knowing why. A good time table, or working programme rather, also aids in discipline by preventing uncertainty and hitches in passing from one class and subject to another.

Beautiful surroundings, both inside and outside of