

—THE HABIT OF OBEDIENCE. —According to the *Canadian Teacher*, "The habit of obedience is one of the fruits of right teaching. No child is fitted to become a citizen unless he has learned to obey. The child's individual good, as well as the good of the school, depends upon his learning this lesson. But obedience implies more than simple compliance. The doing because we are afraid not to do, does not involve the training of which willing obedience is the fruit. The public spirit which enables all to work in harmony, confidence in the teacher's judgment, respect for lawful authority, manly self-control and self-respect, are elements of true obedience.

" 'I have my' children where they are afraid of me,' remarked a teacher (?) What a pity! They would be more obedient if they were in sympathy with their teacher—yielding cheerful obedience to directions acknowledged to be for the good of the whole—and trusting where they could not 'reason why.' Discipline is not repression—it is development. A boy, by repression and isolation, may grow up innocent, but he can never grow up morally strong. A sentiment should be created within the school that will produce self-government. This can be obtained only by appealing to the higher moral character of the boy, arousing his personal pride, and creating within him such a love of truth, and such a devotion to the right that the act of self-government will naturally follow.

"Boys and girls cannot be made better by law. 'Thou shalt' and 'Thou shalt not,' never made either children or men better; on the other hand, it has made multitudes of them worse. Then, what will make children better? The exercise of uplifting influences. These alone are the powers that draw upward. Blind force never creates character; spiritual force does. The soul must be inspired by contact with soul. The trouble with the rod is that there is no soul force in it. Punishment may be the means of arresting the attention and putting the subject of its application in the way of receiving spiritual force, but as a means, of itself, it is bad, and bad continually. So is authority; it is bad, pure and simple. The teacher who writes down and posts up rules, the *musts* and *must nots*, fails of doing much, if any, good, because he relies upon abstract force of a brutal kind. The child is a reasonable being to some extent, but he is far more a sympathetic