

PRESERVING ORDER.

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IT may be well, in considering this subject, to define an orderly school. A school in which both teacher and pupil are quiet in their movements, courteous in their demeanor, obedient to all reasonable requirements, industrious in their habits, and harmonious in their relations to each other, may be said to be an orderly school.

These conditions may seem many, yet all are desirable ; these conditions fulfilled, a pleasant and well ordered school is a certainty.

Before a thing may be preserved, it must needs be secured ; just so with good order. How best to secure this desirable state of affairs depends largely upon the teacher in charge of the school. Whether the teacher will succeed or fail in securing and maintaining proper discipline, will depend upon his ability to govern wisely and well.

That order is an important, even an essential factor in school teaching, will be conceded by all thinking people ; further, without good order in school, the best efforts of the teacher to instruct his pupils will fail of real success. If, then, good order be an essential of a good school, wise is the teacher who establishes and maintains the realization of his idea of order, in every school he attempts to teach.

The teacher's manner of conducting affairs in general, and himself in particular, during the first few days of the term, is of no little moment ; and of, at this time, he fails to secure the respect of his pupils, to establish rightful authority, and to lay the foundation for true government, he fails for the term. A definite understanding between teacher and pupils in regard to their mutual relations and attitude toward each other should be

reached very soon after the beginning of the term.

If the teacher succeeds in convincing his pupils that he is more interested in them and their progress than in anything else, that he is there to help them to educate themselves, that self-control is of more consequence to them than arithmetic or history, and that by their efforts carefully to maintain order in school, they are developing something useful and good in their characters, he has done much toward creating and putting into operation a sentiment in favor of good order, which will not only aid him in the performance of his duties, but will make the school all but govern itself.

In defining a well ordered school, the requisites mentioned were quiet, courtesy, industry, obedience, and harmony. They are without exception conducive to the good of the governed, and all true government has this for its main purpose.

By quiet is not meant the awed stillness that reigns in certain schools where the teacher's pride and boast is that the ticking of the clock, or the dropping of a pin, may be heard at any time in his domain. The teacher who thus paralyzes the intellectual faculties of children by enforcing upon them a silence of fear defeats the purpose of his calling ; instead of training the activities, he deadens them ; he makes order an end rather than a means of education.

By quiet, is meant that state of silence essential for effective, thoughtful study ; without it no instruction can be given.

A courteous demeanor toward each other, a consideration for the rights of others, should be practised. These may be indirectly secured by an exertion of the personal influence of the