

The teacher must be courteous to his pupils, and they to him and to each other. Children may be greatly influenced by the motive of politeness. Nature is the best teacher. Non-conformity to her laws results in uphill work. She efficiently teaches the child through play. The modern primary teacher wisely continues the method, and the teacher of any grade renders work as attractive as possible. The law of activity must be observed. The child *must* be active. If busy work be not supplied, he will find it in play. The principle of Comenius, "We learn to do by doing," is but the embodiment of a natural law. The teacher does wisely who observes it, either in discipline or instruction. The law of frequent change leads the primary teacher to shorten recitations. The teacher must have a definite way of doing things, will see that all directions are obeyed, and will make no law he cannot enforce. He will not threaten. Laws beforehand are a confession of weakness.

Punishment must needs come. Law without penalty is worthless, and effective in no case unless the penalty is sure. The design of punishment is twofold, to reform the offender, and to deter others from offence. Severe penalties are often obviated, if, in the matter of correction, the principle of repetition be observed. It is often the easiest and most effective method of producing better conduct. In affixing punishments, it is well, as Spencer suggests, to follow nature as far as possible, and leave the offender to suffer the result of his own mis-doing. Most teachers agree that corporal punishment is necessary in extreme cases. An occasional boy

respects nothing but muscle. Expulsion has been largely adopted as a substitute, but, in such cases, the boy is often lost to all hope of better doing. The individual is sacrificed to the good of the whole, but were it not better to save the school and the boy too, even by the rod? Said an experienced teacher of our time, "It is worth while to live a lifetime to save a boy! Never expel a pupil whom you would not if he were your own brother." The teacher must be master of self. It is well said, one cannot command himself. Hannibal could obey as well as command. Seneca said, "That person is of all others the most powerful who has himself in his own power."

The end of all true discipline is self-control. It is a vicious doctrine that the child should do as he pleases. At first, right doing comes to the pupil in the concrete will of the teacher. He must be led into it, forced if need be, then after supplying proper motives, a degree of liberty is granted him. In this way, he is led to control his own acts wisely. Gradually as impulse comes under control, and reason develops, higher motives are supplied, and more and more liberty granted. Self-control is the substitution of obedience to principles for obedience to persons. Says a writer, "Give self-control and you give the essence of all well-doing in mind, body and estate. Morality, learning, thought, business, success—the master of himself can master these." Bacon says, "The worst education which teaches self-denial and self-control is better than the best which teaches everything else but not these."—*Edw. F. Taylor in Journal of Education.*

I SPEAK as a man of the world to men of the world; and I say to you, *Search the Scriptures!* The Bible is the book of all others, to be read at all ages, and in all conditions of human life; not to be read once

or twice or thrice through, and then laid aside, but to be read in small portions of one or two chapters every day, and never to be intermitted unless by some over-ruling necessity.—*John Quincy Adams.*