

phrases or improper language, his pupils will not only despise him, but follow his example. Then, too, he must be steady and constant, not keeping order by fits and starts. Ever vigilant, he must not allow disorder to accumulate with increased momentum, and then try to put down the brakes when the speed becomes dangerous.

Again, the Teacher must be methodical if he would have good order. "*A place for everything and everything in its proper place.*" "*A time for everything and everything at its proper time.*" The pupils will then find everything they require without confusion and perform every action expected of them without delay. The Teacher must insist, as perseveringly insist, on uniform order and action, as if he were a drill sergeant. Toes and hands in their places, books and slates in their places. Also a uniform system of acting in going to and from the classes, and out and in into the school-room, should be maintained. He must see that they are simultaneous in their movements as well as prompt and quick; checking the smallest irregularity, until their actions become confirmed habits performed without effort.

Unimportant as these particulars may appear individually, it will be seen, on a little reflection, that, taken together, a due attention to them or otherwise makes all the difference between an orderly, and disorderly school. There is not more difference between an undisciplined rabble and a well trained army, than between a school where these things are attended to and one in which they are altogether neglected. These habits once established in a school the task of governing it becomes easier, as scholars who come in afterwards will fall in with the usages of the school without any special effort being put forth on their behalf.

But assuming that all this is attended to as it should be, there are a great many things in which the pupil must be guided by arbitrary rules; not arbitrary because unreasonable or unnecessary, but because the

pupil is not supposed to know or appreciate the reasons for their imposition, and are expected to conform to them simply because they are rules or commands. This is what we mean by the second division of our subject. It is here the real difficulty of this question arises, and it is a question of very great importance. We are confident that for one Teacher who fails to give satisfaction in other respects, there are ten who fail in administering the discipline of the school, for this clashes at once with all the prejudices, conceits and vices of the School Section; and the Teacher's sins in this department go on accumulating till the cup of his iniquity is full, (for they are never forgiven), when he must drink it to the dregs.

If fixed rules are necessary for the government of a school, then these rules must have a sanction, by which they can be rigidly enforced; otherwise, they will be treated with contempt, and become worse than useless. You make rules for the guidance of the pupils' conduct in and about school,—they are not to speak during school hours, not to disturb others, not to fight, not to deface anything about the school, not to use bad language, &c., and you expect them to obey you promptly. Yet some will thoughtlessly or deliberately break through all these regulations and openly and defiantly disobey. It will be granted that there is always a large portion of a school habitually obedient, being taught obedience at home; say one-half or two-thirds. With these there is no difficulty, and we set them aside as out of the question. It is of the other third who are not disposed to obey that we have to speak. The question is, how will these be made to conform to the rules of the school when they are not disposed to do so? In other words, how will you make willful boys and girls do as they are bid? How will you restrain a vicious boy who is bent on mischief? There are various answers given to this question. Appeal to his better