

ites of easy discipline. It is the idle who are troublesome, in school and in society; and the wise teacher will prevent rather than cure wrong. It is less expensive and saves wear and tear.

Order which has to be advertised, catered to, preached about, sacrificed for very much, is spurious. The genuine "Simon-pure" article is unobtrusive, natural, and has nothing of the tyrant in its sway. It makes few laws and fewer law-breakers. Beware the order which is only part of a huge "crushing" machine.

Distrust and deceit go hand in hand. The presence of one presupposes that of the other. The judicious teacher avoids both, but cultivates their opposites in herself and her pupils.

The discipline whose effect is most ennobling and most salutary, which uses the least friction in attaining the best results, is the ideal discipline for school, home, society, and nations.

You can create the sentiment which will secure perfect self-discipline in your school—but you can only create it by living up to a high ideal yourself. You will hardly expect to push a school to a higher plane than your own—though you may lift it to one much higher than it occupies, and

your quiet, voiceless example will do infinitely more in this work than volumes of sermons or lectures on the subject.

Your weakness will be rendered visible by the conduct of your school, which in a large measure merely reflects you. Your strength will show in the same way.

Firmness does not mean obstinacy, any more than kindness is a synonym for weakness, although too often these are mistaken for each other. Be as ready to retreat from a false or mistaken position as you are to maintain a right one.

Threats are as unbecoming to your dignity as they are unsuited to your character and position as teacher. They are not only unnecessary, but absolutely detrimental, and are resorted to only by weak, cowardly, or powerless teachers. Punish when you must—but don't threaten.

Discipline is not "all there is of teaching"—but it is a large subject, and cannot be learned on paper. The theory that fits one case may miss the next dozen, or hundred. Study the art of easy discipline and you will see that it largely depends on your own perfect self-control.—*The New Education*.

CURRENT EVENTS AND COMMENTS.

THE éclat of progressiveness in the "New McGill" has lately been finding its way to the Arts Faculty, and it is almost enough to make some of the old benefactors and benefactresses of the institution turn in their graves, as many of the very pious folks of Montreal have been saying, to see the direction such progressiveness has taken. The energies of the McGill professors of classics have, as everybody knows, for months back been devoted to the task of preparing the *Rudens* of Plautus for the stage,

and now that the whole local excitement over the completion of the task is a thing of the past, the patrons of the college are finding it hard to count the educational gains arising from the event. It would not do for us to throw cold water on educational progress in any form; and when it has been shown that there are to be discovered traces of a true educational progress in such a movement as this, we will be the first to encourage its repetition. A prominent actor published certain critical remarks on