

of life and freedom from hurtful dissipation for growing boys and girls, or to prevent the formation by them of habits which send them out into the world eager, first of all, for "a good time." And yet nothing is surer than that such habits mean a second place

for them in the race of life. The first place will be taken by those who, in the quiet atmosphere of farm house or cottage, have matured without stimulation, and have learned to be content with simple and homely pleasures.—*Exchange.*

SCHOOL DISCIPLINE.

AFTER all, the great safeguard for good and happy discipline is to fill the time with work. If a child is to have an interval of leisure, let it be in the play-room or grounds, where relaxation is permissible. But let him have no intervals of leisure in school. There, and in school time, where play is not permitted, let work be systematically prescribed. You will of course take care that the work is duly varied, that it does not put too great a strain on one set of muscles, or on one set of faculties; you will see that light mechanical work alternates duly with serious intellectual application. But work of some kind—work which is duly superintended, and which cannot be evaded—should be provided for every minute of the school day.

No doubt this business of disciplining comes more easily to some than to others. There are some who seem qualified and designed by nature to exercise ascendancy over others, or better still, they are naturally endowed with that sweet graciousness and attractiveness of manner which at once win confidence, and predispose the hearers to listen and obey. Of such a teacher her pupil may often say as Richard Steele once said in the finest compliment ever paid to a lady, "To love her is a liberal education." And yet those of us who are not thus equipped by nature have no right to be discouraged. Every one may acquire the power to govern others by steadily setting himself to

do so, by thinking well over his orders before he gives them, by giving them without faltering or equivocation, by obeying them himself, by determining in every case, and at whatever cost, to see them obeyed, and above all by taking care they are reasonable and right, and properly adapted to the nature of childhood, to its weaknesses and its needs.

Since obedience and fixed attention are habits, they are subject to the same law which is found to regulate all other habits. Butler says "practical habits are formed and strengthened by repeated acts." I know of no truth more fruitful or far-reaching in its bearing on a teacher's work than this, nor one on which he will do well to reflect oftener. Think what it means in relation to the pupils who come to you for instruction. It means that every time they come into your presence the habit of obedient attention is being either confirmed or weakened. It means that prompt and exact obedience if insisted on in little thing becomes available for great things; it means, in short, that on the daily regime of your school depends the whole difference for life, in the case of your pupils, between a wandering, loose, slipshod style of thinking and of reading, and an orderly and observant mind, one accustomed to put forth all its best powers, and to bring them to bear on any subject worthy of pursuit.—*Fitch's Lectures on Teaching.*