

and love alone never controlled a school, nor moral suasion, nor method; perhaps all combined in the personality of the teacher, form moral constraint. Discipline is largely formative, rather than reformatory as we are apt to consider it. Did we spend more time in forming, there would be less to reform. Habits of respectful attention and politeness would prevent inattention from developing into lawlessness, impudence, and masked if not open rebellion. If pupils were taught to love their work, dislike would not culminate in idleness and truancy. We strive vainly to suppress the result of habits formed under our eyes, to crush in its huge proportions what we may have fostered in its elements. Are we content to go on building with one hand while we tear down with the other? Says an eminent teacher, "Seek from the beginning to form correct habits, and then there will be no occasion to reform bad ones." Careful forethought will largely prevent the occasions of discipline. To this end, the teacher carefully plans his organization beforehand, looks after the comfort of the pupils, sees that materials of work are in place before they are wanted, thus preventing the need of questions.

Systematic drill is a great aid. Under this head may be classed the systematic going to and from classes, the passing of books and pencils, marching, motion-songs, calisthenics, and the like. There must, of course, be prompt and perfect action. A teacher who has felt the working of these things, need not be told their desirableness. They form the habit of prompt and automatic obedience, which indeed might be carried too far for the development of self-control, but there is little danger. A great means of discipline is to inspire the pupils with the spirit and love of work. "Give a pupil a sense of

pleasure in his work," says an educational writer, "and idleness will be cured, and arbitrary discipline will be obviated." Much is made of busy work in the primary room of to day. It is the idle who employ themselves in mischief. As a sacred duty, the teacher must so teach that the pupils will love their work. To this end teachers must have skill, must use the best and most natural methods, but more, must do real, earnest teaching. They will not incite study by compulsion, nor work against everything by assigning lessons as punishment.

Attention is a matter both of education and discipline. Colonel Parker has said that primary education consists in the development of the power of attention; and is not the varying ability of men more largely due to the power than we sometimes think? The main difference between reading and study is in application. The poor habits of study and inability to make application so prevalent, are largely due to imperfect training in this respect. At first, the power of the child over his will is very slight, so we appeal to involuntary attention by means of pleasing and attractive objects. By judiciously appealing to involuntary attention and ever making a moderately increasing demand upon voluntary attention, the habit of attention is formed. The exercise of discipline must be just, kind, regular, courteous and natural. Justice is the foundation of all good government. Injustice often arises, not through intention, but from varying purpose, disregard of circumstances, or unreasonable demands. Irregular discipline works mischief. Rules once laid down must be adhered to as laws of nature. The principle requires school discipline to be a unit. Teachers in the same school must work together for a common purpose, or the school becomes demoralized.