

a master's authority, unless he unwisely permits that excess of familiarity which breeds contempt; for there are men, we must remember, who would fail under any system. Here we find subordinates, who are called Assistant Masters, actually considering themselves the colleagues of the Head Master, and actually addressing him openly without the title Mr. or Sir. I have said that the general spirit is freedom and self-government; and, as regards the individual, what is the object of discipline if not to produce beings imbued with a spirit of obedience, beings capable and ready for self-government? Hedge your child round about with numberless rules, put him under a constant espionage; and, as I have said, you deprive him of all opportunity of self-restraint, you neglect the whole aim of discipline as regards the individual, you do not even teach him how to submit to the government of others, as the world will count government. Let the rules of a school be few, broad, and traditional. Our boys sent forth into the wide world will find that there is no elaborate code of petty and detailed regulations read out three times a year for their moral guidance.

In the class-room as much freedom is allowed as is consistent with good work. There is no attempt at drill; but, of course, freedom must not be allowed to degenerate into licence. M. Jules Simon says that he thinks a quarter of an hour of liberty between each lesson would do children much good, and would do no harm to discipline. In English schools, where our hours are comparatively short, we can hardly afford so long an interval; but I quite agree in the principle, and I think it a good thing to let boys "kick up a row," as they call it, for four or five minutes during changes of lessons. This freshens them up, and puts a little more life into them. I have, at times, on a hot summer's afternoon, proposed to the boys a short interval in the middle of a lesson for forty winks, to which they have graciously acceded; and after a few minutes we have jumped on our legs again to wake ourselves up, and have continued our lesson with far more vigour than we betrayed before. This may shock those who consider themselves stern disciplinarians; but it is infinitely better than that the master should fall asleep by himself, and, as a friend of mine did once, fall back off the stool, and in his effort to save himself pull the desk over on the top of him.

In most instances, as soon as a master enters a class-room in lesson hours, there is silence; though, perhaps, through having to get books out of his desk, or what not, he is not ready to begin work for a minute or so. It is a question, in my mind, whether it is not as well to wait till one really wants silence, and then call for it by voice or other signal. Boys will thus understand that the reason for silence is not the presence of the master, but the desire for work. Some men, I believe, feel it derogatory to their dignity if boys continue their games and noise in their presence; for my own part, I cannot endure to think that their pleasure is to be checked simply because I happen to be present. During preparation silence is no doubt imperative, unless it take place under the eye of a master, in which case he can safely use his discretion. I have more than once tried to adopt Dr. Andrew Bell's system of boy teachers in my form; but I found that, in my absence, it was often the cover for much illicit conversation, and thus brought a good deal of extra trouble and annoyance on the prefect in charge of the form.

During meal times, and in the dormitories, the same spirit of freedom should prevail; but, as in a class-room boys cannot be allowed indiscriminately to leave their places, or absolute disorder would soon be the consequence, so it must be here. I know few things more

painful than to be for any length of time in a large dining-hall full of boys, where the silent system is enforced. A meal with one's friends in constrained silence loses, all its pleasure and half its digestibility. Better a dinner of herbs where conversation is, than a silent banquet off the fatted calf: Some may think that I should not argue thus if I had ever tested the plan practically. I am going to make a confession. I have had experience of the plan, to no small extent—the numbers under our charge being over 300; and I have, at times, suffered more dyspepsia from the worry of it than I care to say. But what then? It has probably been my own fault. I have not shown sufficient vigour and firmness, freedom has been allowed to verge on licence, and then one's troubles begin. It is merely a salutary visit of the goddess Nemesis, it is not fair to blame it on the system.

I have already said that the formal system of discipline is far the easier to maintain; but in every action of life is not the extreme more easy of accomplishment than the mean? In the former, no exercise of judgment is necessary; in the latter, how great! Reading during meals is a moot point. There are many arguments against it—it is not good manners, and does not conduce to health; and, as far as I know, only one for it—expediency. But we know what weight that argument has. Where there are large numbers, it is not always possible for them all to be served at once; and, in addition to that, boys vary as regards appetite—some eat much, some eat little (unhappily for the purveyors, the latter of class of boys are in a decided minority!)—and yet they cannot be allowed to leave the dining-hall irregularly as they finish—the disorder would be too great; besides there is a lesson to be learnt of sacrificing self to society by waiting contentedly till all have finished. Conversation will not always command. What is to be done? Admitting the necessity, I think the matter may be regulated thus:—Where the meal is of fixed length, such as half-an-hour for tea or breakfast, books might be allowed; but at meals, where the boys are dismissed as soon as they have finished, I am of opinion that they should be forbidden. Their presence, too, is apt to disorder the arrangements of the table, which at dinner is more extensive than it is at other meals. These you will perhaps say are minor details, but you will admit that these details have much to do with the subject of my paper.

The discipline in the dormitories is of great importance. As I have already said, I would here have the same freedom as in the hall. The minimum number of beds in a room I place at three; but I think twenty a much better number. The order of the dormitory should be in the hands of some senior boy or boys—call them monitors, prefects, prepostors, or what you please. By this means there is always some one present in authority, whereas, when a master only is responsible for the order, "high jinks," at least, are sure to go on in his absence.

It may be taken as a general rule, that there is more chance of mischief being in progress when boys are silent than when they are making a noise. I am, therefore, an advocate for freedom of speech in the dormitory, though a silence of some few minutes should be enforced, both to show that boys are expected to say their prayers, and to give them an opportunity of saying them in peace; for, strange as it may be thought, there still exist schools where boys are pelted with slippers if they dare to kneel at their bed-sides; at least a boy friend of mine tells me of one with 40 or 50 boys where this used to happen when he was there a couple of years since. A light in the dormitory throughout the night is a great safeguard of order.