

the expense of a new ribbon as a means of discipline. Cultivate in yourself the graces of manners and speech. Put off your official manners and act like a human being among other human beings. Speak in human tones. Laugh at anything ridiculous that occurs; and see that something ridiculous does occur, and that it occurs often enough to sweeten school life. Do not look cross. Be cheerful, be animated. Look, act, and speak as though you thought it a good thing to live in this world. Keep yourself in sympathy with your pupils. Be helpful to them. Cheer and encourage the dull and despondent. Make yourself felt as the light, life, and joy of the room. Make your teaching so clear that it will carry intellectual light into every mind. There is nothing that renders intellectual life so attractive as the clear perception of the truth. Teach before you examine; and never blame your pupils for the bad effects of poor teaching. In all reasonable ways make the school a delightful place.

4. Use your authority. Nobody believes in a pleasant, cheerful schoolroom more than I; but as human nature is at present constituted, most children, at times, need something more than the influence of cheerfulness, sympathy, and love to keep them up to the standard of action necessary to develop them into the most efficient manhood. They need to feel the necessity of obedience and industry. When they leave school, there will be work to be done and laws to be obeyed, and there will be no teacher to follow them around and administer continual admonitions and to exert the constant influence of affection. The laws will be obeyed or punishment will follow. The habit of obedience needs to be established. Much of the work of the school needs to be done when the teacher directs, and because he

directs. There is no time for persuasion, no time for explanations, or reasons. The sufficient motive is the will of the teacher. Make this felt as an irresistible force.

Be careful to discriminate between indolence and crime, and between love of fun and malice. Not every trick in school is designed to annoy the teacher. Always assume that the pupil was acting under the influence of the better motive. Give full credit for everything good that is done. Give credit for unsuccessful efforts to do well. Never blame pupils for the results of stupidity. Taunting a pupil with his dulness never makes him bright; it only makes him hate you. Few pupils are so stupid as not to know that they ought not to be blamed for their stupidity.

But after due allowance has been made for the waywardness of human nature, for natural love of sport, and for stupidity, hold every pupil responsible for the results of his own conduct. Let your displeasure be instantly felt, if a pupil is inattentive, idle, or disobedient. Crime is to be punished in school as well as out. School is not a place for amusement merely. It is a place for work as well. It is a place for forming habits of industry and obedience. It is a place for becoming acquainted with the serious side of life. How can a child learn the duty of self-control if he is continually controlled by another? My own judgment is that we have gone too far in our efforts to avoid the tyranny of the old-fashioned schoolmaster. We are not to be brutal; we are not to be severe; but we are to enforce our authority. I know that a long and strong movement has been made against corporal punishment. I sympathize with this. Much good has come from it, and much more is to come. But while waiting for the coming good, we must not raise up a generation of lawless