

ABOUT SCHOOL DISCIPLINE.

DISCIPLINE is the means by which instruction is rendered possible, and is an instrument of education in itself. As the first, it secures order, the prime necessity of school. "That is the best order in which the best work can be done." It is not a matter of silence. Work is the standard. It is the duty of the teacher to create such conditions that the greatest results may be attained with the least effort. Such conditions do not exist where noise, lawlessness and whispering are prevalent; where pupils are listless and inattentive, not responding cheerfully and promptly to every requirement; or where a teacher's strength is wasted by *continual effort* to secure discipline. It is surprising how the entire machinery of the school may be clogged, a teacher's powers wasted, and her efforts thwarted by inattention to these details; and, if greatly neglected, school becomes but a place of torment to all concerned.

Discipline is also an instrument of education. When the State makes education compulsory, she considers it a preparation for citizenship; but the good citizen must have a well disciplined life as well as a knowledge of arithmetic. In the broadest and most important sense, discipline is character-building. Education has been defined as the development of character. Vastly more important is it to train character than to train in mathematics. A life aimless and selfish, unhappy and rendering others unhappy, is pitiful. A life should be "pure in its purpose and strong in its strife," that "all life might be purer and stronger thereby." It is possible to educate villains. Ignorance is bad enough, but immorality

and crime are worse. The life needs a regulator, and that regulator is principle. It is made firm through habit. We are said to be "bundles of habits," and these result from single acts. The teacher does well to bear in mind the old saying, "Sow an act and reap a habit, sow a habit and reap a character, sow a character and reap a destiny." Even destiny is in the hands of the builder of character. School discipline must train the good and root out the evil. The pupils must through habit become truthful, honest, self-sacrificing, unselfish. It is the province of education to "unselfish mankind." Habits of order, neatness, punctuality, and obedience must be formed. To obey is the first duty of the citizen. The child must learn to be diligent, for the drone is of little account in this work-a-day world. The power of attention is the chief essential of all education and discipline, and mental power amounts to little with the manners of a boor. Politeness is called an air-cushion which helps on wonderfully; but many will never learn it elsewhere than at school. Most important of all, the pupil must acquire that governor of life—self control. The formation of these habits will be apparent by the tone of a good school, will be manifest in the atmosphere of the school room, in the very gait and manner of the pupils, even when on the street and not under the constraint of school discipline. More than all, it will be shown by a high sense of honour in the pupils, and by their love for their work and zeal in pursuing it. But a different tone is sometimes apparent. Pupils are listless, sly, and inattentive; are sometimes lawless, impudent, and even re-