

easily demoralize a pupil when parents or older children tell of the mischievous tricks of their school days, criticise existing methods, or underestimate the teacher. The teacher should learn of the home influence about any pupil tending to disobedience, and so counteract the evil associations through a visit to the home, or by other means, as to make the home a help rather than a hindrance. Public sentiment sometimes sets against a teacher by prejudices that are indefinable, making it publicly popular for children to be mischievous; and when such a condition of things exists, the teacher must be very careful not to be over severe upon the disobedient children, but rather, by great effort, and some sacrifice, if need be, win them to himself as against public prejudice, counteracting the antagonistic public sentiment, if possible. The child's disposition not infrequently makes it practically impossible for him not to be mischievous. He may be impulsive by nature, with irresistible impetuosity, which, if any thing unexpected thwarts him, leads him to say or do that which puts him in a rebellious attitude. Pride is frequently an obstacle to obedience. Sentiment may lead one to do what he would never do but for some sentimental fancy about such things. Sympathy for children under suspicion, censure, or punishment frequently prompts very good boys and girls to go wrong. Temporary ill health, misunderstandings on the playground, ridicule of playmates, the weather, poor ventilation, being late to bed, a poor breakfast, or even some ungracious word on the part of the teacher himself may cause disobedience by boys and girls who require nursing rather than sarcasm or the rod. The true disciplinarian appreciates all these conditions and obstacles, and never punishes or scolds when he should cheer,

never punishes the wrong child, never mistakes a circumstantially mischievous child for a constitutionally vicious one. The teacher frequently assumes an attitude before the school and the public which says, in substance, "I can make no mistake," while the child and the public know that he is at fault himself. Ill health, personal annoyances in society, home friction, a poor breakfast, social disappointment, financial losses, or other similar cause, may put him in a frame of mind that will make his very tone, manner, or facial expression provoke the average child to mischief, disobedience, or even open rebellion.

Obedience is the first object in discipline, self-control its ultimate aim. Obedience is merely a means to self-control as an end. The attitude of the teacher is very different while seeking to cultivate self-control in the pupil through obedience from what it is when he seeks obedience for its own sake. There are times in our experience, however, when the end sought is immediate submission. The very sentiment, in its height and beauty, which seeks the utmost serenity and power for each child, sometimes leads the pupils, as a whole, to take advantage of it, and brings about a state of things that needs the most prompt and vigorous treatment. In seeking power of self-control the methods are altogether different from those employed in an immediate conquest. The public, with all its prejudice against the rod, expects and demands the suppression of every rebellion regardless of cost, but it will not tolerate the same spirit or methods in the regular work. The teacher must study how to affect the disposition, what motives to appeal to and cultivate, what influences to bring to bear to check hasty, impulsive, violent thoughts, words, or acts. How to overcome dispositional inertia; how to direct erratic tendencies; how to