

government of some teachers may be fitly characterized by the word *little*. They are given to magnifying trifling matters into things of portentous import. They are suspicious also. Every act of every child is watched with almost infinite zest. Every nice offence must bear its comment. Punishment is little in quantity but of frequent occurrence. The fussy teacher is out of place in the schoolroom. Again there are teachers who never see the bright side of anything. Cheerfulness is a word unknown to their school vocabulary. Their pupils are the dullest, the most cross-grained the most untidy, and altogether the worst of any ~~it~~ has ever been their misfortune to teach. They enter the school-room on the morning of a bright, sunshiny day with a cloud on their faces and a rebuke in every motion. Happy children glance from the sour, fretful face of the teacher to the bright sunshine without and are seized with an almost irresistible longing to escape from the thralldom of the school-room and to wander at will through pleasant walks and green fields. It has been said that cheerfulness is contagious. The teacher of buoyant spirits, confident demeanor, and pleasant speech is just the one to make school work attractive and interesting to children. They work as if moved by inspiration. The school-room loses every disagreeable feature and becomes the scene of cheerful, well-directed effort. It is strange that teachers whose every act bespeaks their distaste for children and school work continue to teach. Their influence over the youthful minds about them can not be salutary. They make no effort to make their school-rooms the abode of contented activity. The number of teachers who are habitually despondent or dissatisfied is small, be it said to the credit of the teaching guild; but there is a larger number of those who do not strive as they should to meet the responsibility that they have assumed with courageous hearts, tranquil minds, and animated faces.

Sometimes ill-health unfits the teacher for the work of the school-room. The idea that the cripple, the invalid, and the infirm, in fact almost all unfitted for anything else, can perform the duties devolving upon the teacher is not so current now as it once was. Good health is one the teacher's best qualifications. It lightens labor, stimulates mental activity, triumphs over difficulties, and generate cheerfulness. There are persons who can retain some tranquility of mind when suffering bodily pain, but their number is not great. The teacher needs a vigorous mind in a healthy body. Every teacher knows that the day that finds him suffering from sickness of any kind is one of trial. Truth compels him to confess that his work when he is sick is not entered upon with the same energy that characterizes it when body and mind are active and alert. The teacher who can not do accustomed work when weighed down by physical weakness should realize that his pupils may at times have some difficulty of a similar kind to contend with. Realizing this truth, the teacher may often see in the inattention and restlessness of some pupil the effects of an abnormal condition of the body rather than the results of a perverse disposition.

In theory we treat all pupils alike; in practice we do not. The same measures will not apply with equal efficacy in all cases. They are sometimes used because the teacher wishes to avoid the appearance of favoritism. Many a pupil has been unwisely handled in the teacher's attempt "to treat all alike." The dispositions of children are different and demand at times peculiar treatment. When one method of procedure is followed in every case of a like kind it becomes a kind of *kill-or-cure* process. The pupil reforms or becomes incorrigible. The judgment of the teacher must point out the best

course to follow in governing different pupils. It may be objected that pupils will lose respect for a teacher who pursues what seems to them a vacillating policy. This is true if pupils think that the teacher changes his policy to favor the pupil rather than to reform his conduct. This feeling on the part of the pupils does not inevitably arise as the result of the teacher's change of tactics. A teacher allows a lame pupil to remain in his seat while his classmates pass from the room at recess in order that he may not have to keep pace with their unhalting steps. A pupil suffering from myopia is given a seat near the blackboard, and is allowed to hold the book in a different position from that in which it is held by pupils not so afflicted. Those whose hearing is defective, those who are left-handed, and those who are not comfortably clad, all receive some special attention from the teacher without exciting thought or comment from other pupils. The disposition of children differ not less widely than do their bodily organisms. Tact will, in most cases, enable the teacher to apply particular methods to different dispositions without being charged with acting unjustly.

The methods of governing in school have been the themes of numberless essays. Pupils *must* be governed, but how? Here champions of different systems enter the lists and the war of words waxes hot. These champions do not always practice their own theories. The teacher who trims his sails to some of the popular pedagogic currents may soon find his frail bark on a boundless sea, at the mercy of the buffeting waves. The problem of school government is one which each teacher must solve for himself. Moral force is an effective agent in governing pupils. Many parents and some teachers tell us that they have found the use of moral suasion sufficient to effect all that government can be expected to effect. There is a power in moral agents that makes them do acceptable service in influencing and controlling the minds and habits of mankind. Many men do right from principle. Pupils who from earliest infancy have been under discreet home training are generally alive to moral influences. Our schools contain many examples of such home training. Force may be used as a moral power. The moral power of nations, some one has said, exists principally in their armies and navies. The Government that permits a child to run headlong to ruin because his parent or teacher withholds the rod of correction from his shoulders, is not a moral one. As some interpret moral government, it is an essence, a myth. Society has never been able to organize itself upon a purely ethical system of government. The enactment of positive laws is essential to the peace, happiness, and prosperity of any people. To the extent that these laws are inefficient or not enforced do we see the safety and happiness of the people imperilled. The school is a miniature community whose well-being is insured by the enforcement of just regulations. The teacher is both legislator and executive. He is held accountable by the community in which he labors for the laws he makes and the manner in which he enforces their observance. The common law invests him with parental authority over his pupils while they are under his care. If he deems it proper to chastise a pupil he has the legal right to do so. No one disputes the parent's right to inflict corporal punishment upon his child, provided such punishment is not excessive. The law has been construed to give the teacher the same authority over the pupil, in the absence of any rule, regulating the matter, of the board of education. Many persons, however, while admitting the necessity of punishment of some kind, claim that the parent is the only proper person to inflict it. "The parent," it is claimed "with a