

But I am more and more impressed with the weight of responsibility which comes upon our public school teachers for this same class of children. For many of them the public school is almost their only opportunity; and I am sure that teachers of warm heart and earnest purpose can do much for them.

5. *To beget self control.* There is probably no better test of the government of a school. That school is best governed that has in it most of self-government. The school that is kept under by the vigilant eye and the strong hand of the teacher, and is ready to break into disorder whenever the teacher's back is turned, is not well governed, no matter how quiet and orderly it may be under the teacher's eye.

It should be the aim of the teacher to beget such a spirit in his school that he can at any moment without warning leave the room, in the full confidence that for a reasonable time good order will be maintained and the work of the school go on without his presence. This is not an unattainable ideal, in proof of which I might cite numerous examples. A large grammar school in Southern Ohio has been known to run in good order for an entire half-day, without the teacher or a substitute. Work being assigned for the entire session, the pupils did it and retired in good order at the proper time. I knew a school in Cleveland, of about third year or second reader grade, that ran in perfect order for a full week, in the care of a little girl who was a member of the school. These may be considered exceptional cases, but they point out the direction in which the teacher's efforts should be bent.

The immediate results of judicious effort in this direction are most gratifying to both teacher and

pupils. The government becomes easy for the teacher and pleasing to the pupils. But the more remote and more important results are seen in the growing power of self-control in the pupils, and these are valuable beyond estimate. The chief business of each individual life in this world is to get self-mastery. The master of self is master of all. The highest praise is "not to the strong man 'who taketh a city,' but to the strong man who 'ruleth his own spirit.'" This strong man is he who, by discipline, exercises a constant control over his thoughts, his speech, and his acts. Nine-tenths of the vicious desires that degrade society, and which, when indulged, swell into the crimes that disgrace it, would shrink into insignificance before the advance of valiant self-discipline, self-respect, and self-control. By the watchful exercise of these virtues, purity of mind and heart becomes habitual, and the character is built up in chastity, virtue, and temperance."

Such results are worth the teacher's highest thought and best effort, and the encouraging thing is that they are in large measure attainable. Let the teacher seek first for himself personal worth and high ideals, then press steadily onward.

6. *To keep pupils up to their best.* This is an ideal which has grown apace in my mind as the years go by. It ought to be the ideal of every teacher, toward the realization of which he should ever strive intensely. Every pupil at his best—what a grand attainment! It would preclude all over-strain as well as all inattention and idling. It would imply riveted attention, intense application, to the work in hand,—thoroughness of investigation, persistence to the point of complete comprehension, and clear and smooth expression. It