

of their duty, and what is wrong and improper will not be allowed at all. It is dangerous business for a teacher to write out, and read to the school, a code of rules all in the imperative mood. It used to be done, and is now by some; but such rules cannot always be carried out, and when they cannot, the government is good for nothing, and amounts to nothing. Cautiousness in this respect is, therefore, a very important agency in judicious school government.

"The first impressions made by the teacher upon his pupils materially affect his success. He should, therefore, be *gentle, polite, and obliging*. A teacher who is boorish, uncouth and vulgar, will not secure the sympathy of his pupils, and will not govern them easily. I once knew a troublesome boy who was the pest of the school and the neighbourhood. He had a savage delight in "vexing the teacher," and seldom did a day pass without trouble with him. At length a new teacher entered the school. Days and weeks passed without any conflicts formerly so common with this old offender. A schoolmate asked the reason of this wonderful change. His reply was, "That teacher is a gentleman. When I am wrong, he tells me of it and corrects me; but does not attempt to annihilate me. Bad as I am, you do not suppose *me mean* enough to give *him* trouble?"

"The teacher must be *consistent*. He must regard the feelings, the faults, and failings of his pupils. I have great confidence in young people as reasonable beings. The person who stands behind the pupil—the parent—is often more unreasonable than the child. The teacher should be reasonable with his pupils, especially in his reproofs and punishments. The habit of whispering, for instance, is a source of much evil in school, and unless checked or eradicated, especially if the school is large, will thwart the best efforts of the instructor. But the teacher who represents whispering as a heinous crime, as much so as rebellion against the authority of the school, and worthy of punishment in the house of correction, commits a fatal mistake. Whispering in school is a pernicious habit, an offence, and should not be allowed; but it is not the *greatest crime* that can be committed there. It is not reasonable to represent it as such. Unreasonable reproofs and punishments are the source of much trouble, and of many failures in school government. Many a teacher in such cases, for the want of discriminating judgment, often finds himself in the predicament of the redoubtable knight in his well-known contest with the windmills. Another important agency for the teacher is the ability to know the material upon which he works; the dispositions and peculiarities of his pupils. He cannot adapt all his pupils to the Procrustean bed, stretching those that are too short, and chopping off the extremities of those that are too long, until they are all the same length. In governing a school, as elsewhere, there must be a fitness, an adaptation of means to the end. Several pupils may have the same faults, or may have committed similar offences; but it by no means follows that the correction, reproof, or punishment needed will be the same. Their temperaments, their sense of right and wrong, the temptations under which they acted, and other circumstances, must all be considered. The teacher must know his pupils—their peculiarities, the influence they are under at home and in the street—and adapt his methods of government and discipline to the peculiarities of each case. The artist who makes his mould in clay, uses not the same implements as does he who works in marble.

"An ability to disarm pupils of prejudice and hostility, is a very happy faculty in a teacher. It is also a rare faculty. Physical ability and sternness of countenance alone, cannot govern a school. The coöperation of the pupils is necessary, and must be secured. The ship-master, who governs his crew by main strength, will tell you that it wears upon his health and spirits; that his sailors care more for their wages than for his good-will, and will desert him in foreign ports. The teacher must be enthusiastic, fond of teaching; and his interest must be seen in his work. They who teach for pay merely, or because they can do nothing else, will not be earnest teachers, and they have not within themselves the elements of success.

"Freedom from ambition to assume and to exercise too much authority, is another efficient agency. Teachers are frequently too jealous of their authority, and become imperious and repulsive. In their over-anxiety to govern, by forbidding offences before they are committed, they suggest transgressions to the pupil, who otherwise would never have thought of them. All teachers must expect many provocations, but must, nevertheless, be forbearing.

"The teacher's character should have a decided moral tone. He will then stand high in the estimation of his pupils, and will govern by a kind of magnetic—an unseen influence. From his own personal influence his pupils will soon become imbued and impressed with a sense of right, and with such a degree of conscientiousness that will lead them to govern themselves—one of the most desirable objects he can hope to attain. We were told in the lecture last evening, that faith is one of the great lessons of school and life. The teacher, in order to succeed, must have and exhibit unwavering faith in his ability

to govern his school. The coöperation of parents must be secured by convincing them that you are the earnest friend of their children, and earnest in your efforts for their improvement and welfare. Where parents are convinced of this, they will sustain the teacher in all reasonable and wholesome discipline. A favorable state of public opinion is also very desirable. To a certain extent it is in the teacher's power to shape public opinion in this respect, and, most certainly, it is always for his interest. When the public generally feel their responsibility in regard to their schools, and manifest a lively interest in their improvement; when they point to them as the pride of their village or city, and the fountain of good influences to their children and to the world, then the teacher has, in his behalf, an agency that is enviable indeed."

Mr. J. Kimball, of the Dorchester High School, followed Mr. Stone. He said:

"In regard to what constitutes a judiciously managed school, a great variety of opinion exists, even among the teachers themselves. A very successful teacher of my acquaintance, now in the West, gave as his idea of a school that he would like to teach one composed of a large number of boys from all possible classes of society, to be seated together, and accustomed to move with military precision at the word of command for recitation, recreation, and dismissal—one in which punishment followed close upon transgression, where no idler could escape judgment, no laggard be endured. He was a very successful disciplinarian, highly esteemed by his pupils and their parents.

"I have a friend who manages his school on principles far removed from this perpendicular strictness; who is animated, active, energetic; saying the prompt word at the moment; of much impulsiveness and humor, tempered with excellent common sense and judgment. Emphatically his school is managed by his personal influence—in fact, by what I may call his inspiration; whether one day shall be like another, is a question about which he does not trouble himself. About trifling offences he is not inclined to make too great ado; but setting before himself the main point of *progress*, he concentrates his entire strength thereupon, so that catching the spirit and coming fully within the circle of his sympathy, his pupils essay so much which is important, that their diligence and fervor scarcely need to be reminded that such a thing as a discipline exists. But his is not one of those still, constrained schools, that impress the visitor with a mental chill. Good order there certainly is, and the diligence of study alternates with energetic recitations. Though very unlike the former, no one could hesitate to say that such was truly a judiciously governed school. And thus there may be many schools *variously* managed, yet all well managed.

"A judicious school government induces and easily sustains good habits of study, personal propriety, and a careful regard for school regulations.

"The agencies to bring about this state of things are two-fold, viz, *external*, and those *within* the school-room; to each of which let me ask your attention.

"No teacher can assume that he "is the people, and wisdom will die with him." We are all influenced by the external circumstances which aid or oppose us. We need particularly the support of a good school supervisor. There are all varieties of men placed upon school committees in this State. Some are of high and liberal culture, and of much experience in school affairs, as well as deeply imbued with the general lessons of human nature. Others are practical men, understanding matters of finance; construction, ventilation, heating, and business in general. A third class possibly think they embody the excellences of both with the deficiencies of neither. Now the support of a varied school committee is one of the strongest on which the good order of a school can lean, and he is a fortunate teacher who has connection with such men as have the intelligence and moral courage and common sense adequate to make them good advisers.

"The coöperation of parents is another agency of much value, and in this I fully agree with the remarks of the gentleman who has just spoken. Our influence over them must be acquired, not by being all things to all men, in the inferior sense, but by a strong determination to do the best for our charges that we can. We must, if possible, convince them that not our stipend alone interests us, but that our aim is to advance the true interest of their children.

"In entering upon the duties of a new school I think it a judicious and desirable measure to acquaint the pupils with one's ideas of school management, and thus, as far as may be, enlist their confidence and coöperation. The objects to be accomplished and the necessary measures, well stated, go far towards putting things on a right footing at once. This coöperation being once intelligently secured, by a steady pursuit of the same open policy, misunderstandings in reference to subsequent acts may be prevented, and the easy obedience of the pupils gained.

"To the furtherance of good management it is also necessary to