

2. Self-possession and self-confidence.

3. Perceives and employs the natural leaders among the pupils.

4. Follows a plan known to the pupils.

5. Considers school management; drills to form habits of obedience, paying strict attention to details.

6. Evokes public opinion to support his course.

7. Aims at the imaginative side of child life; idealizes the school

8. Aims to elevate, refine, harmonize and delight.

Graded vs. Ungraded Schools.

A graded school is one in which the number of pupils in attendance is so large that the work of teaching them cannot be performed by one teacher, and is divided among a staff of two or more as the requirements of the school necessitate. Every member of the staff takes charge of a grade, and teaches all the subjects taught the pupils in his grade. This is the custom in our public schools that are not taught by one teacher. Of course, another division of the work of instruction may be adopted, as in high schools, where the subjects taught (instead of the pupils) are divided among the teaching staff, every member of the staff teaching the subjects specially assigned to him, and teaching his subjects to all pupils in the school pursuing them, whatever form, or grade they may belong to.

As to the respective merits of graded and ungraded public schools : 1. It may be stated the graded school is cheaper, con-

sidering the number of pupils educated. The principal must be a superior teacher, and paid a fair salary. But the assistants, shall we say, are cheaper teachers, grading downwards in scholarship, teaching ability and salary, most of them aspiring to become nothing more than assistants. A staff comprising a principal and nine assistants may teach as many pupils as would be found in ten strong rural schools, each under the management of one teacher. But the ten teachers of these ten ungraded schools would need the scholarship and teaching skill of the principal in the graded school, and nearly, it not quite, his salary, and thus, for instructing an equal number of pupils, cost their school patrons approximately the salaries of ten principals, instead of the salaries of one principal and the nine assistants on his staff.

2. On the other hand, the character of the instruction given in each class of these schools is important. The assistants in the graded school cannot reasonably be expected to teach with the efficiency of the principal. The deviation from him in this respect may be, and frequently is, extreme. But the pupils of the graded school are for six years out of seven of their school life undergoing training at the hands of the assistants, spending, if they ever reach it, one year in the principal's department. The same pupils, if taught in a strong rural school, would, from start to finish, have been under the tuition of one, and perhaps the same, superior teacher, equal in all respects to the principal.