

The most common error made by a teacher in trying to control a class is that he endeavors to suppress natural tendencies, instead of guiding and directing them. The influence of a teacher over a class should be of the same nature that a man should use in governing himself. Human activities and emotions are natural forces, and can no more be destroyed than any of the physical forces. The will of man, however, can guide them in the right direction—can insist that they shall be creators, not destroyers. When a teacher arouses the interest of his class in some intellectual pursuit, by showing interest in it himself, and suggesting ways in which it is connected with the subjects in which the class is already interested, he directs so much energy, which would otherwise probably be expended in mischief, into a useful channel. Personal influence should always be expended in directing activity, not in endeavoring to suppress it.

Another mistake which young teachers often make is *to try to get as much work out of the class as possible*. This forces the pupils in self-defense, *to try to do as little work as possible*, and introduces that feeling of opposition between teacher and pupils which is one of the most objectionable elements in school life. If children were not at school forced into a position of antagonism there would be less self-seeking in later life.

The clue to the whole position is harmony of aim between teacher and pupils—the full realization on both sides of the fact that they are working for a common end; the substitution of the spirit of brotherhood for the spirit of competition. A teacher who has true sympathetic insight has the power of promptly grasping the manifold subtle mental influences which are at work at any given time and place, and of as promptly seeing the best way to deal with them. Where-

ever a number of human beings are together, there is always a certain amount of discord caused by the clashing of cross currents of inharmonious tendencies and desires. One who would lead his fellows successfully must learn how to weave these into harmony, to gain control of the nervous force that is flowing in wrong directions, and to direct it into the right channel. When the teacher is able to strike the right keynote, confidence on the part of the pupils in his willingness and ability to help them follows, and harmonious action is possible to a greater or less extent. Absolute harmony is never, of course, established, and is, perhaps, not desirable, for healthy natures can bear without injury a certain amount of discord, and will probably in the end give out richer music. But a constant succession of discords will put the healthiest nature out of tune. The intuitional perception, then, of the mental needs of others is one of the most important qualifications for a teacher. The born teacher is one who has this faculty naturally in a high state of development; but such natures are rare, and it is quite impossible to place all educational work in their hands. The faculty is latent in all, and may be developed by careful study, especially by the study of child-nature.

To develop it successfully it is necessary to look beneath the surface, to give one's attention to causes rather than effects, to find out the real meaning which lies beneath the outward form. It is specially necessary not to start with any hard and fast theory as to what children ought to be, but to study carefully what they are in fact.
—*The School Journal*.

There are two freedoms—the false, where a man is free to do what he likes; the true, where a man is free to do what he ought.—*Kingsley*.