

are seeking to find a physical cause for his eccentricities; and in a majority of cases the removal of such physical cause works the reformation of the boy. In this task we have the expert assistance of the physicians of the Department of Health and of the hospitals of the city. If the interest of private medical practitioners could be aroused to the importance of this matter, a long step forward would have been taken. In the second place, the principals are beginning to turn their attention to some plan of pupil self-government as a means of lightening the burden of discipline that now rests on the shoulders of the teachers, and as a means of training in the duties of citizenship. A few principals have already adopted a modified form of the 'school city' in their schools; others, the 'citizen and tribune plan' recommended by a committee of the Board of Superintendents after a careful examination of various forms of pupil self-government. In the hope that it will lead all our principals to turn their attention to this very important subject, I quote the following account of the results of eight years of pupil self-government, under the 'citizen and tribune plan' in the John Crerar School, Chicago, prepared by Mr. John T. Ray, the principal of the school and author of the plan, for *School and Home Education* :—

"In the first place, the plan should not be considered as a plan of 'pupil government.' The schools using it are still under the direct control of the teacher and principal, especially in the laying-down of rules and regulations for the school, and in the administration of all penalties and punishments for disobedience or wrong conduct that tends to thwart the purpose of the school or the rights of individual members.

"What, then, it may be asked by some, is there left for the pupils to do in the way of government of the school?

"The pupils are charged with the general movements of the pupils in and about the school outside of the teacher's class-rooms. They are taught to see that the rules and regulations are enforced, and that the rights of every pupil in and about the building are respected. They are taught that this enforcement is not only their duty, but that it is to their general welfare and interest to do it, just as in later life it is the duty of every good citizen to see that law and order, honesty, and square dealing are the general practice of the community in which they live. They are taught how to do this along three distinct lines.

"First, they exercise personal self-control *without being watched*. Their conduct out of the presence of the teacher must be as exemplary as in her presence.

"Second, the pupils are taught that they have a public duty to the school as a whole, and that personal right conduct is not all, but that they must *actively* exercise—the same as the teacher is expected to do—an influence for right over their fellow-pupils. They are taught that no good citizen of a school, any more than of the adult community, is doing his full duty if he becomes an idle looker-on at misconduct in others that affects the welfare of all.

"Third, they are taught how to *organize* and, by the authority of their elected officers, tribunes, and marshals, control the wayward and thoughtless, who are always only a small minority. The pupils have long since discovered that it is to their interest and welfare to do this. It is the business of the teacher to show them how this may be done. The following results show clearly in the general condition of the school :—

"1. Pupils have learned that if they create a sentiment in the school for right conduct but very few will fail to respect that sentiment. These, if they will not submit to the mild influence and admonition of the school officers, backed by the majority who demand it, are dealt with by the teachers, and are isolated from association with their fellow-pupils whose rights they refuse to respect.

"2. They have uprooted from the school the old and pernicious idea that pupils should hide from the teacher all misdeeds. They see clearly that it is the right and honourable thing to see that wrong acts are exposed, alike for the good of the offending individual, the general welfare of the school, and their own personal welfare. In other words, they have learned the distinction between idle 'tattling' and a manly exposure of misconduct for the purpose of correcting it.

"3. The habit of sly, mischievous, and disturbing tricks when not observed by the teacher has practically disappeared, for the reason that the disapproval of their fellow-pupils is sure to make itself manifest, and exposure will follow.

"4. Fighting, nagging, and annoying other pupils who are timid or smaller has been entirely stopped. The older pupils take a pride in performing this duty voluntarily, and the presence of the school officers every-