

them, by giving them without faltering or equivocation, by obeying them himself, by determining in every case and at whatever cost, to see them obeyed, and above all, by taking care that they are reasonable and right, and properly adapted to the nature of childhood, to its weaknesses and its needs. You should not forget, that on taking charge of a school, you are dealing with strangers on whose sympathy and affection you have no claim. No rational teacher should expect to win the love of his pupils at first sight. The theoretical idea of the establishment of the teacher's authority by means of "love and moral suasion" at the very beginning has not proved a success, nor is it ever likely to be so. The Hoosier school-master when asked as to his mode of government naïvely replied: "Well, moral suasion is my theory, but *whipping* is my practice." After your authority has been acknowledged and good government established, you will find that kindness and affection are the strongest elements of your power.

Be careful, however, not to over-indulge pupils, or to over-govern them. Children are the most happy and joyous at the school where the discipline is *strict*, without being *severe*. Proper control develops respect and reverence. Do not have written or printed rules; in fact, no rule should be issued until some wrong doing

makes it necessary. Never give *commands* when a suggestion or a request will accomplish the purpose. Good government requires the teacher to take supervision over his pupils in the play-ground, as well as in the school room. It is there that he can learn most accurately the nature and disposition of each pupil, besides preventing by his presence many unseemly quarrels and disagreements. "Success in school-management depends mainly on watchful and unremitting attention to little details, and on conscientiously grappling with every difficulty as it arises." This is the conclusion of Professor Fitch, one of the most thoughtful of her Majesty's Inspectors of Schools in England, and may be safely accepted as an axiom in school government. In everything we do, we should ever keep in view the fact that the great aim of the teacher's work is the child's self-development physically, morally and intellectually; thus fitting him for a noble life here and its reward hereafter. Smiles truly says:—"Cultivate the physical exclusively, and you have an athlete or a savage; the moral only, and you have an enthusiast or a maniac; the intellect only, and you have a mentally diseased oddity—it may be a monster. It is only by wisely training all of them together that the complete *man* can be found."

ENGLISH IN HIGH SCHOOLS.

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NO one who compares the system of education in our High Schools of to-day with the system of education in our High Schools of, say, ten years ago can fail to see that important changes have taken place; changes which are not simply

modifications of modes of teaching, but which involve radically different conceptions of the aim of teaching. The introduction and diffusion of the study of chemistry is an example of what I mean. The study of Latin and Greek, every one admits, is a great