

lently steal away." You must have confidence in yourself, for without such confidence, authority is impossible. Never give an order or make a regulation, unless you are sure you are right, and are determined that you can and will enforce it. Consider well before you lay down the law, but, when the law is given, see that it is obeyed. Do not talk to your class about the discipline that you intend to have. All entreaty—"Now *do* give me your attention";—all self-assertion—"I *will* have order,"—all threats—"If you don't attend, I will punish you," are in themselves signs of weakness. Shouting, stamping on the floor, striking the desk with a ruler will utterly fail to produce more than a temporary lull, for

"He who, in quest of silence, silence hoots  
Is apt to make the hubbub he imputes."

To tell the child "you are the teacher placed over him by the trustees, and that he *ought*, therefore, to obey," is simply inviting him to discuss the the grounds of your authority, perhaps to dispute it. Obedience then is not to be had by demands, threats or entreaties. How then, you ask, is it to be obtained? I have already told you by your personal influence, and will-power with the addition of force, if necessary.

On the first day of your taking charge of a school you should be able to fix unerringly upon the leaders in mischief, and those whom you must *compel* to obey. Get hold of the most mischievous boy in the lot, a trustee's son it may be, and give him a sound whipping, punish him until you conquer him, unless there be danger of doing him serious injury; such stubborn pupils do exist, but happily they are very rare. You *must* gain the victory, and if he will not give in by whipping, suspend him there and then. This advice is, I know, unfashionable at the present day, but

you will find it most effectual, and you may never again find it necessary to resort to corporal punishment in the same school.

I would advise you to have a quiet talk with the offending pupil after dismissing the rest, and to call on his parents, give a clear account of the occurrence, and ask for their moral support for the future good of their boy, and, in nine cases out of ten, you will make both the boy and his parent your friends. But, you say again, this may be all right for an able-bodied man, but what is a lady teacher to do? I answer, do the same thing exactly, unless the boy is too big, in which case suspend him at once, if he will not only yield to your authority but beg your pardon for disturbing the school. I have, however, purposely used strong language here, and they say that schools in which such extreme measures are necessary are becoming rarer than they used to be, especially in country districts. What I want you to understand is that your government *must be firmly established* at as early a period as possible after taking charge of a school; in fact, before you can accomplish anything in the way of useful teaching. No doubt this work of school management comes more easily to some than others. There are some who seem qualified and designed by nature to exercise ascendancy over others. They are born with

"An eye like Mars, to threaten and command."

Better still they may be naturally endowed with that sweet graciousness and attractiveness of manner which at once win confidence, and predispose the hearers to listen and obey. And yet those of us who are not thus equipped by nature have no right to be discouraged. Every one may acquire the power of ruling by steadily setting himself to do so, by thinking well over his orders before he gives