

THE TEACHER AS AN EXECUTIVE OFFICER*.

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ON account of its importance we will, if you please, occupy a short time in the consideration of the teacher as a ruler and administrator, rather than as an instructor. In the first place we should remember that the school law of this Province recognizes the teacher as a public officer under its protection, and no one, be he parent or trustee, has the right to interfere with him while discharging his duties in the school room. According to law also the teacher must maintain proper discipline, and control his school. The teacher ought to know his business thoroughly before taking charge of a school, and then have "gumption" enough to do his duty at all hazards. He ought also to possess sufficient independence of character to maintain and defend his rights against any and every one. Do not allow *any one* to use language in the school room before your pupils, which would be calculated to lower the respect which you must have paid to you by them. If an indignant parent or trustee has anything offensive to say to you, give him to understand at once that it must be said outside the school room. Should he persist, order him out, and if he still persist, dismiss the school and summon him before the magistrate for interrupting and interfering with you, in the discharge of your official duties, for which, on conviction, he may be fined \$20 and costs, according to the school law. Should he use offensive and abusive language, *that* will only make your case the stronger. Be careful to keep your own temper under control; keep as cool and

steady as a veteran soldier under fire, and you are sure to be sustained, not by public opinion only, but by the law also. You may think this is an extreme case, but it may occur nevertheless during the first month of your engagement, and it is as well, therefore, to be prepared. It need not be said that he who can teach, but cannot govern, works at an enormous disadvantage. No teacher can manage a school successfully, without possessing in some very considerable degree the faculty of government. He must first be able to govern himself, before he ought to assume the government of others. The habit of subjugating one's own impulses, of constantly recognizing the supremacy of law and bringing our actions into harmony with it, is one of the first conditions of an orderly and well-disciplined life. It is the duty of the public school to teach a child obedience, self-government, rather than to give him simply a technical education. Your first duty then, after seeing that your school is properly classified and organized, will be to gain complete control over your class. In attaining this end you will need self-possession, decision of character, firmness of manner, will-power, knowledge of human nature, tact and sound judgment. With these you may secure perfect obedience by your own personal influence; without them you may need the help of force. Control *must* be had by some means or other, and it is better to gain it by force than not at all. Without good government the school becomes a place of torment to all concerned, and the teacher who fails utterly in securing it, after due trial, had better, like the Arab—"fold up his tent and si-

*A few closing words to the teachers in training at the Parkdale Model School, 1885.