

be voluntarily recognized by the pupils as a part of their duty. Upon this foundation the whole superstructure of wholesome government in school depends, and without it the best efforts of the teacher will be most unsatisfactory, both to himself and to the pupils under his charge. His first duty then on taking charge of a school is to convince his pupils that he is not only their guide and instructor, but that he is in reality *master*. His authority should be exercised in a calm and dignified, but unhesitating manner.

Cases of entire disregard of authority may, and often do, occur; but a case of downright insolence must be dealt with summarily; and I know of no shorter and more effective method than by a sound application of the old-fashioned and much-abused cane. Solomon displayed considerable knowledge of human nature when he said, "Spare the rod, and spoil the child," and my experience is that moral suasion alone is utterly unable to control boys who, often under no restraint at home, have not the slightest respect for those placed in authority over them. This punishment, however, should only be inflicted when a pupil by a disrespectful, bravado-like manner shows that he is determined to ignore the teacher's authority. "A little leaven leaveneth the whole lump," and a very small quantity of what I call—precocious swagger—will have a disastrous effect on the conduct and order of a school, unless immediately checked by prompt measures. When inflicting punishment in such cases it is necessary that the teacher should be dignified, firm and deliberate; in other words give to it the gravity and effect of an *execution*, which, if properly done, need seldom be repeated. The teacher having once gained complete control over his school, will find little difficulty in maintaining proper discipline without the use of corporal punishment, except in some exceptional cases. In ordinary school management the cane

should be almost entirely dispensed with, the teacher depending on the power of his own will and a natural faculty of government, which is to a certain extent an indispensable qualification in a successful disciplinarian.

Respect and love for a teacher will follow as a natural consequence of good government and an impartial discharge of duty. Those who would make love and kindness the foundation and vital principle of a school's discipline, simply display a very limited knowledge of human nature, and may be justly termed "Theorists."

Practical experience teaches that a considerable amount of wholesome fear is absolutely necessary in addition to friendly feelings and regard for a teacher. Without this no large number of children can be properly controlled. With reference to minor details, a very prolific cause of disorder and annoyance is, "Whispering in school." The rule with reference to this matter should be distinctly laid down and rigidly carried out, viz: "No whispering allowed *on any consideration* without permission." The teacher should endeavor to do his work quietly, avoiding scolding and fault-finding as much as possible. Another most important principle, which should be judiciously fostered in the minds and carefully instilled into the hearts of pupils, is that of straightforward *truthfulness*. No teacher should rest satisfied until he can freely take the word and depend on the honor of at least a very large majority of his pupils.

In the best managed schools, the tone of truth and morality is unfortunately none too high; our teachers therefore, should labor assiduously for the promotion of what is found more often perhaps, in the public schools in England, *i.e.*, sturdy, fearless, school-boy honor. The attainment of this most important object is a noble part of the teacher's duty, and to a great extent it moulds the whole character of his pupils and exercises a beneficent influence over