

tance. In this way, they will engage in their studies with more willingness and a better prospect of success, and their conviction of your superior wisdom, and their deference thereto, will be greatly increased. It gives a great impetus to a school to have the pupils feel that there is constantly a pressing demand for work and the performance of duty. Some pupils will need no stimulus; others may require a little urging, or encouragement; very few will need or bear driving, as that word is generally understood. Inspire pupils who are disinclined to work with a love for study, and let them understand that there is no escape from duty, and they will soon put themselves in a way where no driving will be needed.

Deal with all your pupils alike. In other words avoid partiality, not only in the discipline of your school, but in the fondness you may manifest for your pupils. Some you will like better than others, for the reason that they are more amiable; but that must not allow you to dispense justice unequally, or to show an undue interest in some pupils, while others are seemingly, though perhaps not really, neglected.—Such a course will excite jealousy among many members of the school, and will engender ill-will toward yourself. This, however, you may always do with safety: approve of what is right, praiseworthy and honorable; and express your disapprobation or all that is wrong, unworthy and base.

Fret not. For this there are several reasons. It disarms you of your power over your school, and makes you a laughing-stock before them. It embitters your own temper, and will be sure to provoke a like spirit in your pupils. Fretting does no good, but much harm. Wear a smile upon your countenance, and a glass before your heart. Be self-possessed and calm, yet active and engaged in your work. Do not be jealous of your authority. Insist upon obedience and compliance with all the requirements of the school, if occasion demands; but make allowance for the peculiar circumstances of your pupils, and avoid an imperious bearing that will be repulsive to their better nature. Be mild, yet firm and decided. You will be disappointed if you suffer yourself to be too sanguine of immediate results in your labors. There is a seed-time, and a harvest, but the interval between them is sometimes very long.—

Others may reap what you sow; but your labor should be done as faithfully, and with as much hope, as though you expected to bring in your own sheaves. You labor for the good of others, and your reward is not all here, nor in this present time.

Should two or more persons wish you to pursue opposite or different courses of conduct in the discharge of any of your duties, as will most likely be the case, take no special pains to please either, not even for the sake of peace. By attempting to please one, you may be unsuccessful even in that; and by so attempting, whether you succeed or not, you will be very sure to make an enemy of the other. Listen patiently and respectfully to their advice or their threats, but have an opinion of your own. Do what seems to be right, and abide the consequences; this will give you a clear conscience, and will, in the end, please more than any other way.

Be particular about small things, when such things are important; but avoid fastidiousness about mere trifles. Remember that your time is to be spent principally in the work of instruction, and not in governing your school. You are a leader and a guide for your pupils, rather than a policeman.—Be sure, however, and govern your school; but do it at the expense of little time, and without too much show and demonstration. Keep the machinery of your government out of sight. In the street, take as much notice of your pupils, and treat them as kindly and civilly, as you would a person of your own age, or one older. Always give them a bow, or some sign of recognition.—Visit your pupils at their homes, and observe under what influences they are there. It will throw much light on the course most proper for you to pursue in their management. Moreover, you will, in most cases, secure the interest and co-operation of parents. Each day before you enter school prepare yourself on the recitations you are to hear, that the subjects may be fresh in your mind, and that you may, as far as possible, dispense with a book in the recitation. Finally, endeavor to begin right; and remember that the old adage, "a good beginning makes a good ending" proves true only when you hold out as you begin. Let your standard be high.—*Maine Journal of Education.*