

VI. *Confidence* is the sixth element of governing power. This is a noble trait, and its influence is unbounded.

1. Confidence in God. He orders all things well. An abiding trust in the Supreme Ruler gives the teacher a dignity and a power that nothing else can. In the dark hours of trial confidence in God sustains and nerves for victory. The Father takes note of the earnest work of the humble teacher.

2. Confidence in pupils. He who would so govern as to elevate must trust. Children and men geneoally do about as they are expected to do. Trust your people, and they will seldom betray the trust. Suspicion is only worthy of fiends, and it breeds offenses, treachery and crime.

3. Self-confidence This does not mean an over-weening egotism, inordinate self-esteem is a barrier to success. "He has the big head." "He thinks he knows it all." "He is stuck up," etc., etc. There are expressions frequently applied to teachers. Indeed, no class of workers is more exposed to these diseases. You will have to guard against egotism in every possible way. Remember that modesty is the virtue that society most esteems.

Self-confidence means a well-grounded assurance that you can do what you undertake. It must be based (1) on good scholarship, (2) on profound study of child nature, (3) on a thorough knowledge of school management. Without confidence, failure is inevitable, with it, this teacher is commander of the situation.

VII. *Personal influence* is the seventh element of governing power. This means the ability to win the respect, the confidence, and the love of pupils and patrons. It means power to govern through the highest and most ennobling motives.

1. The teacher must be worthy. True worth wins its way; pretense comes to grief.

2. The teacher must do all in his power for his pupils. His days and nights must be consecrated to their interests. To the daily feast he must bring his richest treasures of mind and heart.

3. The teacher must love his pupils. "What makes the lamb love Mary so?" The answer contains the secret of winning love. "We love God because He first loved us." The loving teacher, ever affable, kind and considerate, is certain to win respect, confidence and love.

Despotism is a mistake. The cold, repulsive tyrant may have forced quiet, and may compel good lessons, but he creates an atmosphere in which all hateful passions and habits are fostered.

4. Obedience should be cheerful and glad. In the sunshine of confidence and love, all that is lovely in child nature buds and blossoms and bears fruit. Order is the harmony of glad music. Lessons are a feast and an endless delight. The teacher is a kind, loving friend, leading pupils up to all that is beautiful and desirable.

5. Personal influence is a magic power. The great rulers and commanders of the world were almost worshipped. The great teachers, Socrates, Aristotle, Pestalozzi and Horace Mann were beloved and worshipped. Personal influence is demanded to enforce systems, carry measures, meet emergencies and overcome difficulties.

VIII. *Culture of voice and manners* is the eighth element of governing power. The influence of cultured voice and manners can't be computed. The best governed schools are often found in charge of girls under twenty years of age. Gentle manners, with a low, earnest voice, largely explains the mystery. Rough, double-fisted men are no longer selected to master the bad boys.

1. The teacher is a model. Pupils tend to become what their teachers are. Hence, our teachers should be ladies and gentlemen of true refinement. The coarse, ill-mannered, dowdyish teacher not only fails to govern, but also becomes a positive influence for evil.

2. Ours is a talking profession. The human voice is the great instrument both for instruction and government, yet the elocution of the school-room is abominable. No wonder we have so few good readers and speakers. The following directions may be safely followed. (1). Don't talk much. Eternal talkers are a fearful nuisance, and, as teachers, great failures. (2). Use the right word and tone. Loud, harsh, monotonous elocution incites to disorder. Remember that words fitly spoken are like apples of gold in pictures of silver. (3). Never scold. Nothing else so tends to sour you and render you hateful to your pupils.

3. Practice what you teach. Good manners and pleasing elocution are very important parts of education, and wonderfully increase the teacher's power to govern.

IX. *Right punishment* is the ninth element of governing power. The objects of punishment are to enforce system, protect the good, and benefit the wayward. Right punishments are such as tend to benefit the punished.

1. Reproof, general, private and public, if properly administered, will be sufficient, in nine cases out of ten, for all school purposes.

2. Privations, when used sparingly, and, judiciously, give good results. The pupil is made to suffer the natural consequences of his faults.

3. Corporal punishment should rarely be resorted to. Admit the right, but avoid the use, is the true doctrine. With some teachers, under some circumstances, it is a necessity.

4. Suspension, when properly managed, works good to the suspended and to the school. Suspension should not be frequent or for trivial causes.

5. How to punish seems not to be well understood by parents or teachers, and hence punishments often do irreparable injury. Calm, deliberate and loving, we must so punish as to work in the pupil a determination to do the right and avoid the wrong.

6. The necessity of punishment is not questioned by the experienced. While moral suasion should be used to the utmost, he who hopes to govern children, or men, without punishment, is doomed to disappointment. The old school-master, with all the rules and rods, and the modern Quixotic teacher, with no rules and no punishments, are extremes to be avoided. The golden mean gives us needed regulation, enforced, when necessary, by right punishment.

X. *Management* is tenth element of governing power. Tact, gumption, common sense, skill, wisdom, are some of the terms by which this element of power is designated. It has a world of meaning.

1. The teacher should be a man among men. He not only manages the children, but also directs the educational work of the district. He is the natural leader in all movements that tend to improve and elevate.

2. Coöperation must be secured. One cannot do much. It is coöperation that builds railroads, manages school systems and establishes states. To make a school successful, demands the hearty coöperation of the entire district. To secure this requires tact, management. While guiding, the teacher must seem to follow.

3. Everything must be turned to advantage. Defeat must be changed to victory. The angry patron who comes to give trouble, must be sent away a warm friend of the school. Misconduct must be made the occasion to deepen the love of right. Evils must be attacked and conquered in detail.