

that ability and tact, the possession of which makes one feel at home and at ease in the discharge of his duties.

Therefore, young teacher, when you first enter the school-room, be natural. Act out yourself, and not attempt to move with assumed dignity and reserve. Avoid, also the opposite extreme: that affected indifference and careless, slipshod manner which always shows a want of earnestness and interest in your work, and which is liable to convey the impression to your pupils, that you are more anxious to make a sensation as a buffoon, than to win their esteem by your appearance and demeanor as a gentleman or lady. Be at ease, yet active and in earnest. So far as dignity is natural and becomes you, exhibit it, and no further. Pupils will expect you are to be master of the school, until they discover in you, or your actions, some indication that you have not the ability or intention so to be.

It will be a serious, and perhaps a fatal mistake, if you suppose your pupils will not soon read your character and motives. It will be much easier for you to impose upon your committee, or the parents, than upon those little ones in the school-room. The former will see you but seldom, and will expect to hear of you in the school-room through others, and will judge of your success partly by hearsay; while the latter are like so many sentinels, placed on guard to watch your every movement, and shrewdly calculate the bearing of all your acts, and every element in your character. Especially will they be watchful to see if you are consistent, if you do as you say you shall; if you are the same to-morrow as you are to-day; and if you exhibit in your life the principles and precepts you enjoin upon others.

Make no long speeches or addresses to begin with. The school-room is a workshop, and not a rostrum. In the fewest words possible let your introduction be made; and give your pupils assurance of your interest in them, and of the importance of the work, more by your manner than by the amount of what you have to say.—Avoid a long code of rules and regulations, and have but little to do with laws and penalties until you have occasion for them. It may be necessary to remark upon a few particulars, and to enjoin some rules for the proper order and tactics of the school-room; but let them be brief, and to the point.

They will lose none of their efficiency if they are not given in the imperative mode. Numberless rules are perplexing, especially to young pupils. They give to a school-room the air of a penitentiary, or of a place under martial law. Furthermore, it is impossible to lay down, in advance, positive rules of a prohibitory nature, without suggesting crimes and departures from duty that would otherwise never have been thought of. The best regulation to insure, on the part of the pupils, a full performance of duty, and to prevent little delinquencies and paccadilloes, is to inspire them with a love for their work, and to create such a public sentiment among them, that they shall be ashamed to be found deficient in a sense of propriety becoming their age and station; or in the performance of anything that may reasonably be expected of them.

The sooner your school are at work, the better it will be for all concerned; for one of the best ways to keep children out of mischief is to give them something to do. As a general thing they will expect you to set them to work; or at least will wait for some hint to that effect. Lose no time, therefore, and let the hum of a busy school-room commence with your first morning's labors. But little time need be occupied in organizing a school, and nothing will be gained by delay.

As a teacher, you must have a voice in the selection of studies and classes for your pupils. This is a part of the organization of the school, and it is the part which belongs, to a certain extent, to you. It requires your judgment,—most pupils have their likes and dislikes about studies, but they are more governed by whim and caprice, than by any knowledge of what they are choosing or rejecting. Very few have the judgment to know what is best for them, or the willingness to pursue what will be most beneficial, in preference to what may seem to them the easiest and most pleasing. Let your voice, in this matter, be given in the way of advice, and not by arbitrary dictation. The pupil who has your confidence will heed your advice. Some may, perhaps, do it slowly, but a few weeks will convince them of your better judgment; and it will be better for them to feel that they are pursuing studies, in the choice of which they acquiesced at your suggestion, rather than those to which they were driven without an attempt to convince them of their impor-