

THE RELATION OF TEACHERS-IN-TRAINING TO DISCIPLINE IN THE MCGILL MODEL SCHOOLS.

1. The connection of a Teacher-in-training with the discipline of the Model Schools is brief and intermittent. Hence he is at serious disadvantage in maintaining discipline.

- a. He is not the source of authority; he does not make regulations.
- b. He cannot influence pupils through their parents.
- c. He is not responsible for the moral tone of the school.
- d. He has no opportunity of forming habits of obedience.
See Note 1.
- e. He cannot bring the weight of his character to aid discipline; but he should be careful that his conduct is always dignified and correct.

f. He knows the pupils very imperfectly; he cannot take advantage of the excellence of some pupils, or guard against the faults of others, by planning to avoid anticipated trouble.

II. For the reasons detailed above, as well as because of his youthful inexperience, a pupil teacher is not entrusted with the full discipline of any part of the school.

- a. If he secures good order and attention in the lesson committed to him, he has exercised all the control expected of him.
- b. The sole reward of merit that he can give, in addition to pleasant commendation, is satisfactory marking on the daily record of the class. See Note 2.
- c. The infliction of punishment is not entrusted to a teacher-in-training; in this respect his powers are limited to temperate reproof, to marking neglect and ill conduct on the daily record, and, in case of persistent unruliness, to sending the delinquent to the teacher of the class.

III. The successful discipline of a teacher-in-training is based almost altogether on five things:

- A. On a pleasing and commanding appearance;
- B. On an engaging and masterful manner;
- C. On the right use of language;