

should never be boisterously rung, but gently chimed; he should be a living example of what he demands of his pupils. I have known teachers to wear slippers in the school-room in order to move quietly; I disapprove of this. The pupils perceive that they are placed at a disadvantage and become discouraged in their efforts to move as quietly as the teacher, but if the teacher shows what can be done they are encouraged to further efforts and generally succeed. So great is the influence of example in this respect that a pretty accurate idea of a teacher's deportment in the school-room may be obtained by spending an hour in his school during his absence. Some persons mistake noise and bustle for energy; a greater mistake was never made. I think correct observation will bear me out in this statement, that the most energetic teachers are not those who are able to concentrate the greatest number of units of work into a given time.

(b) He should move *Quickly*. Quiet movements do not imply slow movements. His mode of speaking and his every action should be lively, and animation will be imparted to the pupil. A wide-awake, brisk demeanor on the part of the teacher will rouse the pupils from indolence to that state of mental activity best adapted for the reception of knowledge.

V. I will next refer to the "Duties of Pupils." My remarks on the duties of teachers, can, to a great extent, be applied to pupils also, for pupils should be punctual, pleasant, persevering, polite, quiet and quick. I will treat of the duties of pupils under the comprehensive head of obedience.

(a) It should be *Ready* or prompt. The pupil must be impressed with the idea that the teacher's will is law. - It is wise on the part of the teacher to explain the reason of the rule and secure their willing obedience, but he must insist on being promptly obeyed. If he makes a request the pupil should

not delay to complete the writing of a word, or resolve in his mind why the request is made but promptly respond.

(b) The obedience of the pupils should be *Respectful*. Pupils who obey according to the letter but not the spirit of the rules, are not desirable subjects in the school kingdom. If circumstances require it the teacher must not hesitate to enforce his commands, but the duty of the pupils is to render a cheerful, respectful obedience simply because it is for their own welfare and not because it is compulsory.

(c) The obedience should be *Regular* or uniform. All the pupils in a class or school should make the same movement at the same time. Let the pupils be taught when and how to obey and then see that the obedience is simultaneous. If the request be made to discontinue study, that very instant every pupil should be motionless; at the chime of the bell the movement required should be instantly executed by every pupil of whom it is required. As a time-saver, as an incentive to order, as a means of securing submission to authority, uniformity of action stands very high,

VI. Your attention is now called to the means by which discipline may be maintained, to certain methods of procedure pertaining to the arrangement of classes and the management of pupils. It is customary in some well regulated schools to form the pupils into ranks outside the school-room, and admit them in regular order. Under certain circumstances this plan is excellent; but if the weather be unfavorable it could not be carried out with any degree of regularity. Again, if the pupils be summoned from the playground by ringing a bell they will continue their game until the last moment and then an indiscriminate rush is made for their seats. Now I assume that every well-disciplined school has a clock. Let the pupils understand that at 9 o'clock precisely they must