

pupil, or else it must make special provision for the education of such pupils. Throughout the length and breadth of the country there is an infinite waste of energy in maintaining discipline which should, under proper educational conditions be devoted to the teaching process. The teacher of the future will naturally refuse to submit to martyrdom at the hands of an irresponsible adolescent whom the parent himself is unable to restrain.

But if the teacher has certain clearly recognised rights, he must not forget that he has also clearly recognised responsibilities. The teacher is sometimes all too ready to assume that the school exists for him rather than for the pupil, and that whatever he may be or do, the community owes him a living. Instead of chafing under social slights, his first duty is to see that he himself is not ignorant of social forms and usages, and that he is not slovenly in dress or rude and coarse in speech and manner. Before finding fault with the general discipline of his school and the conduct of his pupils, he must ask himself in how far his own uncertain temper, absence of self-control, want of tact, or lack of teaching ability, are responsible for these conditions. Defective scholarship and poor methods of teaching are two of the great causes of weak discipline. The teacher who does not know his work, who does not prepare it, and does not know how to teach it, cannot expect to hold the interest and attention of his class. Before a teacher has a right to complain of the treatment he receives from a Board, he must first be certain that he is giving adequate service, is faithfully carrying out his side of the agreement, and is devoting his best energies to the community and to the school. "Who chooseth me must give and hazard all he hath"—this is always true of the teaching profession. But by a sort of rough justice or Nemesis in the case of the incompetent slirker, the companion motto, "Who chooseth me shall get as much as he deserves", is sometimes equally true.

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