

own person of all he would like his pupils to be—punctual and regular, earnest and impressive, enthusiastic and considerate, truthful and devoted.

(4) Proper demeanor induces a self-satisfied frame of mind, which results in a cheerful hopeful spirit; causes one to look on the bright side of school work, begets a good uniform temper, prevents one from giving way to undignified anger or wasting time in irritating scolding, restrains one from committing those petty, annoying things which exasperate and provoke the pupil yet do no good; and above all prevents one from being capricious, vacillating or spasmodic. True dignity and courtesy are enemies of that besetting sin of many teachers—spasm.

(5) Proper demeanor is a great aid in the prevention of school troubles and we all recognize the fact that prevention is better than cure. The teacher of fine sensibilities recognizes with far greater ease the rude word, the impudent look and with all can see beneath the surface and discern the motive far better than the one who is not so blessed—thus he is in a better position to check rising disorder and his intuitions being more refined and sensitive than those of his less fortunate brother, he can deal much more skilfully with all cases of rudeness, boisterousness, failure to show proper respect to others, etc.

(6) Proper demeanor insisting on the teacher regarding his pupils from a proper standpoint causes him to be considerate of their conduct and appreciative of their efforts. This is the best mode of getting one to put forth effort in his own behalf, and as we all know, self-exertion is at the foundation of all true education.

Hence the best way to train self-educating, self-reliant pupils is to place them in a school whose presiding genius is a man with the spirit and feelings of a Sir Philip Sidney or

Pestalozzi—a man who is “everything for others and for himself, nothing.”

We are all willing and ready to work for those whom we know will appreciate our efforts at their true value, but, on the contrary, work is irksome and exertion not to be thought of, for those who nag and worry us and who have yet to learn the stimulus that accompanies the appreciation of honest effort.

(7) Since proper demeanor imparts to his manner dignity and skill and avoids worry and undignified haste—hence the pupils impressed by his superior bearing have confidence in him and thus maintenance of proper order and discipline becomes an easy matter.

Again, as proper deportment is always the result of earnest training and thus a habit—hence the teacher is self-controlled. He is never taken off his guard. He never loses his self-possession. Thus his pupils, coming to regard him as a person of great wisdom and the embodiment of all that is right and proper, find no trouble in consciously doing the right thing at the right time and this, it seems to me, is the essence of order.

(8) Co-operative submission to authority and implicit obedience are easy for a pupil who is under a teacher possessed of such characteristics. The pupils really try to anticipate the wishes of their teacher and mere suggestion is all that is necessary to guide the self-direction of the pupils.

To produce this foundation virtue—obedience—I know of no way so effective as for the teacher to bring into the school day by day a large, sweet nature—in whose heart the fires of youthful enthusiasm are constantly kept burning and from which courtesy has forever expelled blighting, nipping, repressing cynicism. It is easy for such pupils to become