

room and play-ground with his school-mates, is more self-reliant, practical, and a more useful member of society, than his more learned but less disciplined neighbor.

II. I will now take up the duties of teachers to be fulfilled in order to be successful as Disciplinarians.

(a) A teacher should be *punctual*. I have placed this characteristic first, as I consider it one of the principal qualities required to ensure success. His hand should pull the bell-rope at the very instant the clock indicates the time; classes should be called and dismissed, recesses granted and studies resumed precisely at the time marked on the time-table; lessons should be assigned that will exactly extend over the allotted time. The continuance of a class after the usual time for dismissal interferes with the punctuality of the next class, and, to a certain extent, disarranges the whole school.

(b) A teacher should be *pleasant*. A pleasant teacher makes a pleasant school. Pupils imitate the actions, tones of voice, and even the disposition of the teacher unconsciously. It will require some effort on the part of the teacher to appear pleasant when matters are not gliding along smoothly, but the exertion in this way is amply repaid by its reflection in the demeanor of the pupils.

(c) Again, a teacher should be *persevering*. He should adopt for his motto, "Try, try again." If he fails to realize his highest expectation he must profit by his failure and "try again." If he succeeds in a degree highly satisfactory, he must seek to maintain that degree of excellence he may not expect to surpass. Take away perseverance from the teacher's qualifications, and the prospects of success of an otherwise excellent teacher are very materially lessened.

(d) A teacher should be *polite* in his intercourse with his pupils, and he will win their esteem and exert an influence

not otherwise attained.

(e) That he should be *patient* is so manifest that "I need not dwell," for "he that ruleth his own spirit is greater than he that taketh a city."

III. I now call your attention to the duties of a teacher in his position as a judge. He is required to perform the duties of both judge and jury.

(a) In his judgments he should be *deliberate*. The case should be thoroughly investigated, the evidence carefully weighed, no undue haste manifested, but a cautious, thoughtful desire to arrive at a just and considerate verdict.

(b) He should be *Definite*. No doubt should exist in the minds of the pupils as to his intentions; he should allow no uncertain ambiguous meaning to be taken from his words.

(c) He should be *Decisive*. When he announces his verdict in a clear definite way, after due deliberation, it should be done without hesitation, and final as far as he is concerned. Decision of character is an important element in the constitution of a teacher and should be cultivated and exercised under all circumstances. A teacher of an irresolute temperament cannot maintain his dignity and in no case is decision of character more necessary than in the administration of justice.

IV. I will now speak of the movements of the teacher.

(a) He should move *Quietly*. "Example is before precept." The imitative propensities of the pupils will be exercised in a marked degree in this respect. The quiet movements of the teacher, free from bustle and confusion, will have a subduing influence on the pupils that a dozen lectures per week on good order could not effect. As the teacher is, so shall the pupils be. The teacher's voice should be only sufficiently loud to be distinctly understood; his foot-fall should never resound through the school-room; the bell on his desk