
The Teacher

Let the teacher, first of all, assume the attitude of the father toward his pupils. He stands in the place of the parents who have entrusted their children to him. He must have no personal voices, and must not tolerate them in others. He must be austere, but not gloomy; genial, but not dissipated. Otherwise he runs the risk of incurring hatred or contempt. His speech must be constantly concerned with what is honorable and good. He must warn frequently, that he may seldom have to chastise. He must not lose his temper, but neither must he disregard the necessity for correcting faults. He must be simple in his teaching, able to endure labor, steadfast, never unreasonable. He must have a ready answer, for those who ask questions, and must draw out those who fail to ask them. In praising the recitations of his pupils he must not be too sparing or too diffuse; for in the one case the pupils will grow tired of their work, and in the other they will become self-satisfied. In correcting mistakes he must never be harsh or abusive. Many pupils who have the best of intentions are led to abandon their plans for further study, because certain teachers act as though they hated their students. The teacher ought to be a good speaker himself, and in his daily speech he should present an example to the pupils.

Marcus Fabius Quintilianus (A.D. 35?-95?), in *Quintilian on Education, Selections from the Institutes of Oratory*, Herman Harrell Horne (ed.), Catherine Ruth Smith (trans.), (New York: New York Univ., 1936), pp. 145-8.