

may be found a better mode of procedure. In an hour or two afterwards, say between twelve and one o'clock, when all the children concerned in the affair are present, while the class is engaged in a silent lesson, you call him to account, and canvass all the circumstances of the case, with a view to discover whether there is a necessity for punishment; and if not, you make a few seasonable remarks, which, although, addressed to the accused, may be heard by his companions, and so dismiss the subject. This simple plan, quietly and regularly followed, tends to promote and establish good order chiefly by placing before the pupils in a pleasant light the objects you have in view and the conditions you are willing to make with them. Without some such breathing time you cannot hope to enjoy peace.

You ought to endeavour to impress on the minds of your class-monitors the following rules:—

You should come to the place where your class assemblies along with, or before the pupils.

When a child's misconduct renders it necessary to bring him before the master, if he refuse to go, do not drag him, or pull him about; do not get into a struggle with him; do not call out, or go to the teacher. Wait till the latter visits your class, or send a Messenger.

IX.

When inflicting corporal punishment, there is very little use in coupling with it an exhortation to good conduct; but it is a cruelty to sport with, to be witty at the expense of, or to make jokes upon a child whom you intend to subject to corporal punishment.

It speaks badly for a teacher when he is heard to call out frequently, "stand to the line," "fold arms," "stop talking," etc. A prudent person will spare no pains to avoid this.

Discountenance the ordinary disgusting mode of cleaning slates, and of turning over the leaves of a book.

X.

Above all things and upon all occasions, avoid speaking of yourself, if it be possible.

"I will do it myself" "I will hear the lesson myself," and other expressions of the same kind, are hurtful to your hearers, because implying that you think that, when you yourself perform the action, it will be done much better than any one else could do it.

Do not appear glad when you catch a child in a fault; do not say to him, "I have caught you at last," as if you had been spying on him, or lying in wait for him. If there be any one who finds it difficult to do this—any teacher who not only appears, but really is glad of such occasions—to him Shakespeare gives the advice "Assume a virtue, if you have it not."

Rebuke children who seek to recommend themselves to your favor by telling tales of their schoolfellows.

XI.

A teacher who has reason to expect that his class will not answer well when examined, may be tempted to have recourse to equivocal or dishonest schemes, for the purpose of enabling the children to acquit themselves creditably. Of such tricks and schemes there are numbers, but all are objectionable. They are extremely silly, too, since, before putting any of them in execution he must make his pupils his accomplices, or take them into the secret. Without doubt, the children will betray him, either to their parents at home, or, as frequently happens, through some blunder, to the

audience collected round the class in school. The consequence will be, that once detected in such practices, no confidence can be afterwards reposed in the teacher, neither shall he obtain the praise to which upon other grounds he may be entitled.

The time lost in drilling pupils in these mischievous exercises, would, if well employed have brought them by an honorable course to the required proficiency.

For the same reasons you should avoid prompting.

XII.

It may not be necessary to caution you against employing your pupils to watch for and apprise you of the coming of the head master, or other superior. You will not, it is hoped, ever have occasion to do so.

Counsel children to play with their equals in age, in size and in station. Those who will not take the advice require to be closely observed; with them begin noise, trouble, and (very often) something worse.

It would be unfair to punish children for making noise, when left to themselves.

You are aware that it would be wrong to read any publication whatever in school, especially newspapers, novels and what is very appropriately called light literature.

If you superintend several classes, visiting each in turn, you will find it not good policy to send away upon your coming the boy that had charge of it while you were engaged elsewhere. He might remain to observe how you conduct business, and to supply such things as may be needed.

XIII.

If you visit another school be careful that neither your words nor your actions tend to make the scholars dissatisfied. And, to extend the application of this principle, it will be necessary to suppose a case; the following, for instance:—

A young person comes of a message to a strange school, one in which he is no wise concerned. On entering he notices two things namely there is a great deal of noise and the school is very clean. It is probable he will mention in conversation with the person with whom he has business either of these matters; and it is more than probable he will mention only one of them—the choice is before him—he cannot expect to share the praise, or the blame; and he may, with equal truth, find fault with the noise, or offer a compliment on the cleanliness of the establishment. A person careless of giving offence, and indifferent to the consideration of gaining a character for good manners could not forbear from saying, "This is a very noisy place;" or "I never before heard so much noise." But a well-bred man would, most likely, remark "I see you keep your school very clean;" or something to the same effect. Number of similar cases present themselves every day, and every hour of the day; and you ought to make it your rule to take the most favorable view of each of them. And for putting your rule in constant practice you will be rewarded by the good wishes of all those with whom you associate.

You should regard any child possessing a very bad temper as one recovering from sickness, and treat him accordingly.

XIV.

In private life it is a mark of good breeding to accept presents becomingly. In school you are not in your private capacity—you are not free to receive presents; you seldom pay dearer for a thing than when you get it