

or the question will afford all the greater benefit by another examination. By persisting in punctuality of this kind, you will, from necessity, get into the habit of timing your work so as not to leave anything important to the last. Whenever you are tempted to steal time from another lesson, remember that the arrangement of your time-table has been made after long and serious deliberation by yourself or others, and that you are about to set the desire of the moment against hours of careful thought spent in giving to each lesson its proper place and value. It may assist you in keeping your resolution to remember that the adherence to the habits of punctuality in all your actions is part of the training which your scholars should receive from your example. If you feel that during the past year you were lacking in sympathy for many of their weaknesses, because they were brought before you by worrying complaints which you too brusquely shut your ears to, or by outbursts of peevishness or ill-temper which you could not close your eyes to resolve to give your strength to assist these weak ones to get the better of their frailties, not by ridicule, which, in such cases, is the mark of a coarse nature, but by tender consideration, expressed by look and by word, which is the stamp of a fine one. There are many things which will appear quite trifling to yourself, but from the importance which scholars attach to them you must put an inordinate value upon. On the other hand they are disposed to regard with indifference many things to which you attach much value. Hence, one of the resolves every teacher should make at this season is

NOT TO BELITTLE LITTLE THINGS.

Remember every act in a child's life is a factor in the formation of his character. No matter how often he is guilty of a trifling fault, still give your serious attention to it, and do not let the culprit think for a moment that you regard it as too venial for correction. It is better not to let him know that you see it at all, than that he should think you see it and do not check it. With young children, for example, there is a disposition to tardiness in coming to school, and they can be

hardly blamed for it as a fault, since punctuality is not an innate virtue. It becomes your duty, by persistent effort, day after day, to enjoin it, so that you may ultimately implant it as a habit.

One of the invaluable acquisitions of a good teacher, which you should resolve to have, is the power of withdrawing attention from serious and important class work, and concentrating it earnestly though momentarily upon any delinquency, however trifling, in a scholar. For example, should you be passing among your class to examine the work they are at, and notice one scholar who is untidy in his dress, another who has the floor about his feet littered with papers, a third who has dirty hands, you can by a look and a gesture, without the assistance of even a word, make the culprit blush for shame at his fault, and thus create a feeling that will prevent its repetition. All this can be done without a perceptible interruption to the work that is going on.

It is not a matter of surprise that teachers are liable to err by beginning their year with innumerable good intentions which they can never fulfil, for they have to perform the multifarious duties of both a legislator and an executive officer. In this latter capacity their great resolve must be to deal out

EVEN-HANDED JUSTICE

between scholar and scholar, and even between teacher and scholar. Nothing will more tend to win respect, secure authority, and extend the influence of the teacher than conscientious efforts to satisfy the scholars' sense of justice.

It is an excellent plan to commit to paper a statement of your intended improvements, and, at the end of a month or two, to examine the document to see to what extent your good resolutions have been carried out. You can thus make a fresh start upon what has been already begun. If, from reading, or friendly discussion, you have resolved to modify your method in any particular, or to try a new one, do not be discouraged if at first you seem unsuccessful. Remember that adopting a new method is like taking up a new tool, you need to get accustomed