

teach as other teachers did. They have told me that they found it equally impossible to succeed in my way. That is the reason why I did not write out my plan when asked to do so some time ago.

After mature reflection I decided that "keeping in" was fruitful only of evil to teacher and pupils. Firm in that conviction, I tried the experiment to which reference has been made, and met with greater success than I anticipated, but could not persuade any teacher to co-operate with me. Now I must tell you what influenced me to take such a step. I noticed that in every school the same pupils were kept in nearly every day. There was a set of boys and girls to whom going home at 3 o'clock was the exception, not the rule. By noticing the demeanor and listening to the remarks of these children, I learned that many went home angry and defiant and some discouraged; few, indeed, in a tranquil frame of mind. It seemed to me that the little knowledge thus gained did not compensate for the loss of temper and loss of good fellowship between pupils and teacher. I say *little* knowledge, for after six hours of application to study the brain is too weary to work beneficially, and by forcing it to continued exertion we wear out the very energies on which we are to depend the following day. Weariness, I think, nearly always produces ill-humor, and our own experience teaches that all the faculties of the mind are rendered more obtuse by ill-humor and are brightened by good humor. Some may say that "keeping in" does not have such bad effects, but I maintain you may treat a "kept-in" pupil with all the courtesy of a Chesterfield, and yet he will not go home with as sunny a smile as one allowed to leave promptly at 3 o'clock. I let my pupils leave on the ringing of the bell, and requested them not to study until after tea, but to have a real good time in the open air during the afternoon, and then give their undivided attention to their studies for one hour and a half. When pursuing this plan they learned more than they did when detained an hour after school, and compelled by their parents to study all the afternoon to prevent being kept in the next day. Missed lessons were far fewer, and there was also a great improvement in deportment, demerits being almost unknown.

I tried, by varying the monotony of the exercises in every conceivable way, to keep the attention of the pupils. I believe that when pupils are inattentive the teacher is at fault. They fail to pay attention to a speaker for the same reason that we grown-up children do, and that is because subjects are not presented in an attractive, interesting manner. But I digress. You asked what I did about missed lessons. During recitation one pupil wrote on the blackboard the name of the study and the names of those who recited imperfectly. Before each recitation I gave the school three minutes to "look over the lesson." During that time those who had failed the day before, and whose names were on the board, arose, stated the question missed and recited the answer. The names remained on the board for a week, not, ostensibly, as a mortification to the pupils,