

trouble from any quarter, until symptoms of that trouble appear.

On that first morning, when you are confronted by twenty-five or thirty restless, sunbrowned hopefuls of assorted sizes, fresh from a two-months' vacation, it will be no wonder if for a moment you hesitate as to just where to begin. But it doesn't do to hesitate. The work of appraising on the part of the occupants of the desks has already begun. They are even now "taking your measure," and in this case the old saying is very apt to be true: "He who hesitates is lost."

The matter of seating has been taken out of your hands for the time being, for with the ringing of the bell, the pupils will have seated themselves. Some will have taken the seats which they occupied last term; others have hastily pre-empted the ones which they have always coveted but have never been allowed to occupy. It will be wise to let this pass for the present, only seeing that the little ones are properly seated, and making changes that are obviously necessary.

There will always be pupils to whom satisfactory seats can not be assigned — satisfactory, I mean, to the teacher — without knowing something of their proclivities. Let the pupils understand that the present arrangements are only temporary, and endeavor to find out something about them as individuals before finally assigning their seats. In the cases of some pupils environment and propinquity — to the teacher — are everything. In the matter of seating, it is also important to be on the lookout for physical defects such as near-sightedness, inability to hear quickly, etc.

The question of seating having been relegated to the background for the present, next in order are the opening exercises, and here is where your own individuality must come to your aid. A topic for an opening talk will suggest itself — something that you have noticed on the way to school, or something suggested by a chance remark — a talk on the birds, flowers, ferns or some industry or object purely local.

If you can get the children talking and arouse their interest, the work of examination will commence at once, and you can begin to take mental notes as to their use or abuse of English, their love of nature work, and their powers of observation.

However, we never feel that we can get to work with a new school until we can associate names with faces, so, after the opening exercises, the obvious thing is to get the enrolment, with ages and some idea of classification. Perhaps the easiest way to do this, is to give each child a slip of paper — prepared beforehand — and ask him or her to write on it the name and age, and the class to which he or she belongs. The observing teacher will learn much from these slips of paper.

In a great many ungraded schools, we find that the Reader has been the basis of classification, and the new teacher is indeed looking for trouble who dares to question a pupil's right to a place in any one class if he or she has already been promoted to the Reader which is used in that class.

It is not wise to make any changes or innovations on that first day. You may have entirely different working ideas from those of your predecessor, but changes must be gradual and tactful. As a result of your investigations the first day, you may decide that the children know absolutely nothing thoroughly; but, being new to the work, perhaps you do not yet know just what two months' vacation can do for children, and experience will teach you that the first day is anything but a fair test of the thoroughness of the work of previous teachers.

But if reading has played an important part in the work of classification, by all means let the children read. Choose one of the lessons that combines with reading some knowledge of history or geography, or literature, and test their knowledge in this way.

As another test, try giving the school some mental arithmetic, suiting the questions to the classes. There is no better way of finding out the characteristics of the genus child than by mental arithmetic. Watch them — the quick eager ones, the slow, phlegmatic ones, and the totally indifferent ones. The alert teacher will certainly here find help in the work of classification.

In a mixed school such as we have in mind, there will probably be a good many little ones, especially during the Fall Term, and whatever happens, these must not be overlooked. It goes without saying that they need an extra recess, and constant planning beforehand to keep them busy.