

love of praise, of pleasure, of gain, &c., necessarily produces selfishness, and thus narrows and debases the mind which a generous, earnest zeal in the pursuit of any worthy object would expand and ennoble.

6. Study the temperaments of all your pupils, but more especially of those who give an unnecessary amount of trouble. A teacher who discerns the character of a pupil knows how to approach him to accomplish a given object, to what motives to appeal, what influences to bring to bear on him. Such a teacher as does this is always a considerate teacher—one who thinks of his pupils first and himself last—one who is always ready to weigh the motives of his pupils, and, however frivolous they may appear, to give them due importance. He is also ready to consider the present state of the mind. He knows that a child who has his mind strongly exercised over some occurrence cannot at once give his attention to his lesson; that the pupil must have time to calm down, and that the most ready means of doing this is to start with something the pupil knows, and is interested in, and insensibly his mind reverts to the subject.

7. It is of little use to attempt to show such pupils the uses and advantages of learning; in other words, lecturing them is of little avail, and scolding of less. A lesson, within the capabilities of the pupil, has been assigned and must be got up. In dealing with such pupils the teacher must be prepared to put up with a great deal of personal inconvenience. He must exercise the greatest amount of patience. An angry man should never attempt to deal with any case of discipline, far less one requiring so much tact on the teacher's part as the one in point. Firmness, patience, and tact will, I am convinced, cure the most obstinate case.

8. Diligence is as much a habit as order, truthfulness, or attention, and is subject to the same law of formation as any other habit, i. e., by repetition or exercise. That practice makes perfect is as true of diligence as of any other habit. Hence every teacher should look carefully after his pupils, not merely for the purpose of getting them to do a certain amount of work for a specific purpose—as to excel at the coming examinations; but for a nobler purpose—that this habit may be thoroughly formed, that it may become like other habits "second nature," that the pupils may become in after life diligent, punctual, persevering members of society.

Hence, too, in dealing with this evil, the teacher should make all due allowance for the force of habit. He cannot overturn old habits at once, and by violence. As time is an important element in the formation of bad habits, so it is also in their cure.

9. We must not forget that indolent habits of the mind may be acquired by a too early presentation of mental pursuits to faculties not yet sufficiently developed to undertake them. It may also be acquired by the child being unable to select out of many things which one to do, or doing a little of each accomplishes nothing of consequence, a condition equivalent to indolence. This condition of the mind becomes habitual, and in process of time the child becomes a lazy, indolent, patience-trying pupil. In such a case a daily routine in which the teacher works with the pupil, giving him thus the powerful stimulus of his example, will in most cases, instil into his mind ideas of order, method, and constancy of exertion. The example of the teacher, the desire to emulate his fellows, the enthusiasm which such a teacher inspires in his class, in a short time overcomes the laziness of this pupil, and he is carried triumphantly along with the others.

Let me now for a short time indicate what punishments are judicious in such cases. All punishment, considered by itself, being an evil, should only be inflicted to prevent a greater evil. Hence punishment should be as rare as possible. Cases will, however, arise, where the negligence of the pupil is so marked, and

its occurrence so frequent, that some sort of punishment is necessary, in fact there are pupils who only begin to realize that they have been transgressing when undergoing punishment. In every case the kind of punishment should be that which, from the character and disposition of the pupil, will be most effective.

1. *Private reproof.* This allows the teacher a good opportunity of arousing the sympathy of the pupil. I think it is of very little use to talk to such a pupil before the class. He cares very little for the good opinion of his schoolfellows, and perhaps less for that of his teacher; but an earnest talk with such a pupil in private can do no harm, and if conducted in the right spirit by the teacher may and must do good eventually by leading to a better understanding between the two.

2. *Performance of the neglected duty.* This must never be overlooked in reforming a pupil of this evil. Whatever other punishment may be inflicted, this one must not be neglected. If the pupil comes to school with his lessons unprepared or carelessly done, he must be kept in till he prepares them properly. This will entail some extra labor on the teacher and put him to some inconvenience, but an indolent pupil cannot well be reformed without these. When such a pupil finds that he has to get his work up, if not at home, at school, while the others are at play, he will soon discover it to be to his advantage to come prepared; and if the teacher is patient and enthusiastic, in a short time he will be reformed, become a leader in the class, a surprise to himself and to his parents.

3. *Deprivation of privileges.* As such cases of continued negligence as I have referred to would not likely be committed by a pupil of any high standing in the class, I need say nothing about this mode of punishment further than to suggest that, after having got such a pupil on the right track, the granting of certain privileges to him is a good plan to keep him there. It shows him that his teacher still has his eye upon him, and, what is of more importance, the position he now fills serves, to a certain extent, to rehabilitate him in his own good opinion. A pupil should be encouraged to have a fair opinion of himself, and a permanent cure of such pupils as are under discussion will be difficult till they regain their own self-respect.

4. *Flogging.* I shall say nothing as to this mode of punishment for such offence, as in all my experience I have never yet met a pupil out of whom I failed to get a fair amount of work by other means than this.

In conclusion, let me summarize these few suggestions. A teacher finds that one of his pupils habitually comes to school with lessons unprepared or work carelessly done. He should set himself to discover the ins and outs of his character, the nature of his disposition, who his companions are—for here very often there is a key to the whole situation. The pupil would be all right if left alone. He should advise with him kindly, attempt to get on as good terms with him as possible, and show him by his manner and conduct towards him that he really cares for him. He should also secure the co-operation of the parents. In the meanwhile, by his earnestness of manner, simplicity and thoroughness of instruction, and enthusiasm of character, he has aroused such a tone in the class that the indolent pupil is insensibly drawn away from himself and is carried on with the rest, and, in a comparatively short time, to the great delight of the parent and the infinite credit of the teacher, he becomes one of the foremost members of the class.

NATIONAL TEACHERS' ASSOCIATION OF THE UNITED STATES.

To the Editor of the Canada School Journal.

DEAR SIR,—I have received the following note from the President of the American National Association:—