

If more work is needed to fill up the minutes before preparation for dismissal, there will always be some interesting object at hand or picture on the wall about which much may be said by children and teacher.

Again the teacher must remember to allow ample time for closing.

In the afternoon, after roll-call, singing, and some arm movements, the teacher, passing quickly down the aisles, examines each pair of hands, showing the children how to open the palms, then to turn the backs of the hands, so that knuckles and nails may be inspected.

A pleasant word of commendation for the spotlessly clean hands and nails will bear good fruit next morning. This inspection is part of the opening exercises of every session throughout the year, and the sooner it is begun, the better the results.

The hour in the afternoon is really filled in gathering up the threads of the morning work,—making sure that each child has counted those fascinating balls, that each one is seated according to size, and that the names are entered on the list in that order.

Through the afternoon, there will be marching and arm movements, ending with the rest period, as in the morning. There may be time for a rapid sketch on the black-board of a tree, perhaps, a talk about trees, and the word "tree" placed on the black-board, so that the children may feel that they have had their first lesson in reading. This, however, cannot always be accomplished.

The children are bidden "good afternoon," to which they are taught to respond; and the first day of school is over.

One of the items in preparing for the work of the following day, is the writing of each pupil's name on a slip of paper which is pasted (with a little flour and water) on the upper left-hand corner of each desk, enabling the teacher to show each child his own seat. These slips are also a great aid in learning the names of the children.

If one teacher gains one idea from this account of a first day's work, then the writer's time has not been spent in vain.

#### FAITH THE MAINSPRING.

When you lose faith in yourself your mainspring has run down—the rest of the works are useless.—*Herbert Kaufman.*

For the REVIEW]

#### THE FIRST DAY IN THE UNGRADED COUNTRY SCHOOL.

They were teachers, and had been spending a part of the month of August in the country—the salt air country. Said one, "Do you see the little tinge of red on the trees? And oh, the goldenrod, isn't it all too beautiful!" "Yes," said the other, with the faintest suspicion of a sigh, "but somehow I can't help associating the goldenrod and that first tinge of red with the back-to-school-again thought."

I am afraid we teachers must all plead more or less guilty to this same association of ideas; and alas! even now there appears that "first tinge of red" in the forest.

Some of us are going back to our old schools or to somewhat similar positions, and have a fairly clear idea of what awaits us. But what of the three or four hundred new teachers with their mettle untried, going out in a week or two to their first schools? The beginning of the Fall Term is fraught with special significance to them; and it is to those teachers, particularly the ones who find themselves about to take up the work of the ungraded country school, that the writer of this article would like, if possible, to bring a suggestion or two which might prove practical and helpful.

One asset they all have—the supreme optimism or youth—and an invaluable asset it is. This, coupled with the knowledge that first days in any untried work must of necessity be hard days is going to carry them safely over many difficult places.

But the first day! Just to get that successfully over seems to be in itself an achievement.

Possibly I am wrong, but it seems to me a distinct advantage *not* to have talked over the difficulties of a school with an outsider. It isn't going to help you, the new teacher, to know that little Willie Green is a "perfect terror" and that your predecessors have found little Willie's mother anything but a "wise, firm and judicious parent." Far better to find out little Willie's short-comings and those of his maternal parent, from your own observation. For you, these short-comings may not exist.

My first advice, then, to the young teacher would be to go to a new school, if possible, with a mind free from prejudice, and not to expect