

the names. It will be of immense advantage in checking improprieties if from the first you are able promptly to name the offender. What an expensive, ineffectual reprimand to say: "That left hand boy on the second row on the third seat from the back must not turn round and talk." How much better even before he has turned fully round or commenced talking to pronounce his Christian name with the tone and inflection of a kindly reprimand.

The roll is called, pupils are in their accustomed seats; now direct all who can do so to take their slates and neatly write their names, the class to which they belong and the date, in the manner indicated by an example on the blackboard. The classes are called in turn. The teacher asks the name, reads it from the slate and enters it on a list.

As each class is dismissed it is given some easy lesson to prepare, arithmetic is the subject most readily assigned. Pupils are directed to keep their names on their slates. As the teacher passes up and down among the rows of seats, addressing a word to one and another, he should fix his attention on the names, and from the first, call each pupil by name. When the pupils come to class they bring their slates, which may be turned and held so that each pupil's name is easily read by the teacher hearing the class. Any person possessing enough memory and attention to obtain a teacher's certificate, if he sets his mind upon it and proceeds in the right manner, can, before the end of the first day, readily name in class and at seat almost every one of fifty pupils. The result is well worth the effort.

Examinations on such subjects as penmanship, spelling, drawing and arithmetic may be made on the first day. The teacher should distribute a part of a sheet of paper, which he

has provided, to each pupil, with the direction to write a certain stanza or sentence, his name, and the date. These specimens of penmanship are collected and the announcement is made that at the end of the term the same exercise will be repeated to show the improvement by comparison. The papers for the preliminary and for tentative examinations in the other subjects should be long, but the questions easy and much varied. Such papers give more information upon the attainments of the pupils than short but difficult ones.

The work outlined, with the hearing of reading in all the classes, will busily and profitably occupy the first day. Formerly a considerable part of the opening week was taken up in examining children for the purpose of classifying them. But now, what with inspection, promotion examinations, uniformity of text-books, and, chiefly, the training received by teachers at normal and model schools and institutes, the organization of all the schools in the Province is similar in general outline, varying in minor details with the individuality of the teacher; and hence the best plan on taking a new school is to discover, and require immediate conformity to, the organization of your predecessor, and gradually adapt or change it to suit your own preferences. Do not rapidly make radical changes; say nothing, if not favourable of your predecessor and his work. Remember that whether any teaching is done or not in the first few days it is of the highest importance that you should maintain good order, but generally that is best and most easily secured by keeping the pupils busily engaged; leave not a moment unoccupied. On this trying "first day" be scrupulously particular about the smallest details of dress, speech and action. I think it is A. R. Hope who is responsible for the statement that every schoolmaster