

binding upon me as upon you. If you agree and determine to refrain from unnecessary whispering and disorder so as not to cause interruption of the school-work I shall feel bound to do all I can to make the work interesting and profitable to you. On the other hand if pupils at the seats keep me half my time watching and governing them I can do only half-work for the class on the floor. If you come punctually and work diligently I shall see that you have full recesses and noons, and help you to find healthful, attractive plays and games. In the meantime I ask you to resolve, as I have already done on my own part, that you will rule your conduct by this test, "Is it right?" Ask yourself before intention becomes act, "Is it right?" If you resolve to obey the inner voice that will answer the question we may not need any other rule than this short one "Do right," and then our school will be as pleasant and happy a place as can be found. As soon as I can, I wish to become acquainted with your parents. Your father or mother can tell me much that will be good for both you and me to know. If plans have been formed for the future of any of you I may be able to do you more good by knowing them; so during the term I hope to have a talk with your parents about each and every one of you. Now before we can proceed regularly with our work I must get partly acquainted with you. I need to know your names, and your attainments, what class each one is in, and where to look for him when he is in his seat. I shall begin by calling the roll; this morning each one who is here will please stand and answer "present" to his name when it is called. [If there is any danger of disorder arising during the roll-call it had better be omitted at this stage than to allow so long a time to elapse without occupation of the pupils.]

Are any present whose names I have not called? None, Then I shall now ask you all to stand. The teacher looking at a paper held in his hand says, "Arthur Coyne will please take this seat (pointing to one which he had found was occupied by that pupil in the preceding term). (Laying down the paper.) To save time I shall ask you all to take the seats you had last quarter."

This may seem a small thing, but it is an important point in organization. When the pupils find themselves in their former seats with accustomed neighbours and surroundings, from the force of habit they feel at once that the reins of government have been resumed. The teacher places his most troublesome pupils in seats where they are farthest removed from their particular temptations, or where they can be most easily controlled, hence by requiring all to occupy their former places you step at once into possession of an important part of your predecessor's experience. If you allow pupils to choose their own seats, as is commonly done on the first morning, the most talkative ones are sure to seat themselves together. Uniform promotion examinations are now so well conducted and generally adopted that a prevalent evil of ten years ago is nearly extinct. I refer to self-promotion at the time of a change of teachers. Cases are on record when half or more of the scholars came up on the first morning to the new teacher in the next higher class than that of which they had last formed a part. The temptation to play this damaging ruse is lessened when pupils find themselves in their accustomed places, and it is wholly prevented by taking the precaution referred to above—checking the class of each pupil with the assistance of one or more of the scholars. Allow no self-promotions on the first day upon any excuse whatever.

Now earnestly set about learning