

of study. From these papers the names can be copied into the register and class-book. He will by this means ascertain what classes he will have, and then know how to make a programme of daily exercises.

In ascertaining the studies that the pupils intend taking, and their present status, he may first take their word. Next he should assign a lesson in each branch which they desire to take. After hearing a lesson by each class, he will have some idea of the time that they will require; he will also know whether they are competent to proceed as they first report themselves as intending, or whether they must be set back. When these, and some other things, are known, he must assume the prerogative of arranging classes and directing studies.

On each succeeding day, as the teacher observes new pupils in attendance, he should greet them in a respectful manner, then proceed to enrol their names and studies, as he did with others on the first day. He should then assign them seats, and inform them when their times of recitation will be; thus he will set them to work at once, and he should make them feel at home. Neglecting to do this is a gross act of injustice to a new pupil, and it may much injure the character of the school, while a careful attention to it will be a great advantage.

A teacher who fully understands his work, knows what studies and exercises will be most profitable for each pupil. Some respect is due to the wishes of parents and the inclination of their children; but he must have authority to enforce such regulations as he knows will most benefit his school. He cannot be expected, however, to yield to all the whims of crotchety people. He should rather be able to show what is most needed.

The daily exercises of a school should be so regulated as to give each pupil, as nearly as possible, the same amount of time for study and recitation. Justice to all requires this. Teachers are often accused of partiality in giving more attention to some pupils than to others. This they must sedulously guard against, and they can easily do it. When a school is fully organized, and a routine of exercises established, it should be strictly followed till a necessity for change is apparent. The labor of each day will thus be much facilitated and rendered more efficient. There are many other things that will call for the teacher's ingenuity, and he must be prolific in expedients. What applies well in one place may not in another. But few rules can be made that will not require exceptions, and hence adaptation to present needs must be studied and practiced.—*G. D. Hunt in National Teacher.*

METHODS OF SECURING ATTENDANCE AND PUNCTUALITY.

One of the greatest evils which meets a teacher at his entrance upon school duties, is the irregular attendance of pupils.

The pupil who is frequently absent falls behind his class, becomes discouraged, and as a natural consequence loses all interest in study and school. So the pupil who is habitually tardy, is forming a habit which will cling to him through life, the tardy boy making the tardy man.

A more valuable habit than that of punctuality can not be engrafted upon the life of a child. Men who are punctual are, other things being equal, the most successful in life. This is a fact which can not be dis-

puted; it behooves us, then, as teachers to use all lawful means to secure good attendance and punctuality in our pupils. I used the following plans in the school I taught last year.

At the end of the first month, I called together those pupils from every grade who had been either absent or tardy. Their names were written in a book; the cause of each delinquency was carefully inquired for. If I deemed the excuse worthy, I marked the pupil excused; if not, I either wrote to the parents concerning the absence or went to see them. In this way the co-operation of the parents was secured, and the children were impressed with the im-