

be too severe for outdoor play, take the recreation as usual, the windows being open for ventilation.

It is a mistake to invoke the authority of the head master or of the school commissioners except as a last resort.

A principal cannot afford to neglect his own class to obey all the calls of weak assistants. If a teacher could only realize how he humiliates himself in the eyes of his pupils by unnecessary appeals to the head master, or to the school commissioners, he would adopt that means of escaping from a difficulty on very rare occasions.

It is a mistake for the teacher to be late. It sets the pupils a bad example. Pupils will certainly not be punctual if the teacher is not. Moreover, it is bad policy for him to be late even for his own sake. If pupils get disorderly before the arrival of the teacher, it need not surprise him to find them difficult to control during school hours.

Here are three mistakes on which I make no comments: 1 To be careless about personal habits. 2 To sit while teaching (at any rate for male teachers). 3 To give a command when a suggestion will do.

The following are mistakes in dealing with parents: 1 To annoy parents unnecessarily. 2 To show temper when dealing with parents. 3 To dispute with an angry parent before the class. 4 To make spiteful remarks before the class about notes received from parents. These are what I might term negative mistakes. Now for one, which is positive, and with which I conclude.

It is a mistake to allow any pupil to be frequently troublesome without notifying his parents.

It is an axiom that parents and teachers ought to work in harmony: the teacher to respect the rights and opinions of parents, and they, in turn, to sustain the authority of the teacher.

There are always in a school a few pupils who, without being guilty of any offences of a very serious character, give the teacher a vast amount of trouble. No class of pupils causes so much worry as these. Sooner or later it becomes necessary to take decided action and administer a severe punishment. The punishment is of course too great for the *last* act of wrong doing. The parent makes enquiries of the cause of the extreme punishment and receives from his own child, or from others, a statement of the last offence only. He concludes that the teacher is unreasonably harsh. Now the parent must not be blamed for the difficulty, unless he has been faithfully notified by the teacher of the previous wrong doings. It is well that these