

a thorn in the sides of his predecessors. And now the teacher's pencil requires pointing, and he inquires for a sharp knife although he has a good one in his own pocket. Two or three are volunteered. The boy's is accepted whose countenance seems the hardest; the distinction evidently softens it. Wishing to examine the maps, he asks the help of a third and a fourth to open and roll them, and thus until nine o'clock does he keep himself and one or another of the pupils busy, while the rest looking on are wishing for opportunity to show their willingness to help the new teacher. It is said that receiving a favour of an enemy makes him a friend; it certainly gains the friendship of a new scholar.

If the teacher is possessed of the necessary tact to employ the hour before opening school in making friends of the pupils and at the same time getting everything in readiness for a good day's work, it will be of much advantage to him to be early at the school.

School should be opened by the teacher's calling the children to attention and stating that the exercises of the day will be commenced by reading a portion of Scripture and asking God's blessing upon their work. The teacher can be certain of perfect order during the reverent reading of the Bible and prayer on the first morning, and now having that hold it fast. Immediately proceed with a well-prepared opening address which should be kind, short, practical and very earnest. We can imagine the teacher in whose school we have just spent the hour making an address\* something like this:

*Scholars.*—I am glad to meet and welcome you here and from what I have observed this morning you are

not unwilling to return to school and to extend a kindly welcome to me. We enter a relationship this morning which I hope and trust will result in great benefit and advantage to you and much pleasure and happiness to both you and me. I have come here intending to work hard with you and I will expect you to work hard with me, not under me, or for me, but with me. Surely, I may expect every one of you to be willing to work as hard for himself as I am to work for him, and I shall not ask any one to work harder. I hope to please you by showing you in many ways that my strongest desire is to help you all I can, and nothing else will please me more than to see you willing and anxious to have my help. If we work hard we shall need play, and I would like to play with you as well as to work with you. You will see how to enjoy parsing and spelling and counting with me by watching how I enjoy kicking the foot-ball or holding first base with you. The object of school is to train the mind and heart and will. You have not only to learn to read and write, but also to acquire the practice of right behaviour. Hence I shall be disappointed and grieved to see less friendship and courtesy and forbearance in your intercourse with one another than you show to me. To reach the highest and best results we must be systematic in our work, we must have a proper time and place for everything; there must be order, discipline, observance of rules. To become good men and women obedience must be learned and practised by you just as reading or writing is learned and practised. Rules of conduct must be made and observed. In this school there will be just as few rules as possible, only those that we find necessary to our progress in learning and conduct. These shall be as

\* Read opening address in Bardeen's "Roderick Hume," p. 78.