

The Review's Question Box.

G. H. H.—Would it not be well for teachers to invest ten cents a year in the reports of the Geographic Board of Canada and spell place names uniformly?

A correspondent writes: "It has occurred to me that you would have printed the name of the author had you known that the song beginning "It is Only a Small Bit of Bunting" (page 304, EDUCATIONAL REVIEW for May) was written by Mr. J. C. Morgan, M. A., inspector of public schools for the North Riding of Simcoe and the town of Orillia, Ontario.

M.—I am troubled with tardiness. Is there any cure for it?

Do not be too much troubled about it. There are other things worse than tardiness. I was with a superintendent recently when a teacher came to him to complain of the annoyance caused by tardy pupils. He told the teacher that it was wrong to be too much disturbed about it; that tardiness was not a sin; oftener it was a virtue. Think about this. The school above referred to was in the poorer parts of a large city, and the superintendent felt the teacher should discriminate between the boy or girl who had to be late in order to earn a few pennies to eke out the family income or to assist a tired sick mother, and the child who was habitually and carelessly late.

No, do not worry about tardiness; try all you can to overcome it. Make the first fifteen minutes the most interesting of the day. To pupils carelessly late deny the privilege of taking part in these exercises, and let them sit apart from the others. Don't pay much attention to them. When they see what they are missing—the most pleasant exercise of the school—they will come in time, if it is possible.

In the face of the almost unanimous opposition of the teachers, the New York Education Committee has determined upon the abolition of corporal punishment. The power of expulsion is, however, to be vested in the hands of the principal teacher. The change can hardly be looked upon as one for the better. Although improper or frequent use of the cane cannot be too severely condemned, it is certain that a good thrashing does a boy who deserves it far less moral injury, than would be inflicted upon him by the disgrace attendant upon his expulsion from school.—*Exchange.*

O ye! who teach the ingenious youth of nations,
Holland, France, England, Germany or Spain,
I pray ye flog them upon occasions,
It mends their morals, never mind the pain.
—Byron (*slightly altered*).

The First Day of School.

The first day of all days is the crucial test especially for the inexperienced teacher. All her theories acquired in normal schools may avail little if she lacks the ability to put her own heart thoroughly in touch with the souls of the little ones before her; and the children before her are invariably "so unlike those in the practice classes!"

During the first day every act, from the greatest to the least, is of vital importance and significance. The position in which she finds herself placed calls for the most painstaking preparation, not only for special work in the classes, but for the general work of the school. Any sign of weakness or indecision in this day's programme is detrimental, nay, disastrous.

In the higher grades real work can begin at once, but in the intermediate and lowest grades a day or two can wisely be taken for talks, songs, entertainment and "getting acquainted."

Do not find fault with the work of the teacher who preceded you. Remember there has been a long summer vacation and it is not strange the children should forget. Do not expect to accomplish the perfect organization of your school the first day or the first week. If it be done at the end of the first month you will have accomplished much.

Suggestions for a first day programme may be of some value. The pencil and paper on each desk is previously placed. On these slips the children should write their names, their row and the number of their seat. The old practice of going up and down aisles taking the names of pupils is unwise, for many a teacher has lost the control of her school by the vain attempt to keep the children in order while doing this. The slips are passed forward and in three minutes you have the names of fifty children.

Previously written by yourself upon the black-board is the appropriate memory gem which serves for a talk and is memorized; for you are wise enough to select not more than two lines, but those two lines are full of meaning, and you have one or two bright little anecdotes to tell about the thought.

Even if you plan the work for various classes, there will be sure to be much extra time. Your general preparation fills just such moments.

You know some poem which is appropriate to the season. Tell the children it is better to begin learning it today than to put it off until next week, so you perhaps teach them Henry Van Dyke's little poem: