

MARKS OF A BAD SCHOLAR.

From Abbott's Teacher.

At the time when she should be ready to take her seat at school, she commences preparation for leaving home. To the extreme annoyance of those about her, all is now hurry and bustle, and ill-humour. Thorough search is to be made for every book or paper, for which she has occasion ; some are found in one place, some in another, and others are forgotten altogether. Being finally equipped, she casts her eye at the clock, hopes to be in tolerable good season, (notwithstanding that the hour for opening the school has already arrived) and sets out in the most violent hurry.

After so much haste, she is unfitted for attending properly to the duties of the school, until a considerable time after her arrival. If present at the devotional exercises, she finds it difficult to command her attention, even when desirous of so doing, and her deportment at this hour, is accordingly marked with an unbecoming listlessness and abstraction.

When called to recitations, she recollects that some task was assigned, which till that moment, she had forgotten ; of others she had mistaken the extent, most commonly thinking them to be shorter than her companions suppose. In her answers to questions with which she should be familiar, she always manifests more or less of hesitation, and what she ventures to express, is very commonly in the form of a question. In these, as in all exercises, there is an inattention to general instructions. Unless what is said be addressed particularly to herself, her eyes are directed towards another part of the room ; it may be, her thoughts are employed about something not at all connected with the school. If reprov'd by her teacher for negligence in any respects, she is generally provided with an abundance of excuses, and however mild the reproof, she receives it as a piece of extreme severity.

Throughout her whole deportment there is an air of indolence, and a want of interest in those exercises which should engage her attention. In her seat, she most commonly sits in some lazy posture—either with her elbows upon her desk, her head leaning upon her hands, or with her seat tipt forwards or backwards. When she has occasion to leave her seat, it is a sauntering or lingering gait, perhaps some trick is contrived on the way, for exciting the mirth of her companions.

About every thing in which it is possible to be so, she is untidy. Her books are carelessly used, and placed in her desk without order. If she has a piece of waste paper to dispose of, she finds it much more convenient to tear it into small pieces, and scatter it about her desk, than to put in a proper place. Her hands and clothes are usually covered with ink. Her written exercises are blotted, and full of mistakes.

A Teacher should be patient.—Almost every child has some trait which tries the temper of the teacher. He is stubborn or forgetful, idle or hasty ; these are great faults, but that of the teacher who loses his temper, is greater. Patience is a virtue which is especially demanded in the work of instruction ; but for this reason, above others, that all impatience on the teacher's part disturbs in a high degree the process of communicating moral truth.—*School Manual.*