

the chief purpose of the first day's work. Such verdict ought not to be gained by the allowance of indulgences which are not to be continued. It cannot be gained by a teacher whose behaviour towards any of the children is harsh or unsympathetic; yet it is better to be thought stern than weak. The writer knows one who attributes his success as a disciplinarian to the fact that he "always starts cross," and who says that "much sweetness at first" by a natural law turns to vinegar before very long. Truth in this, as in many other cases, lies between the extremes. It is the purpose of this article to indicate in a suggestive way how the first day may be spent so that its results may prove helpful to the teacher and profitable to the school. The subject is certainly an important one in view of the fact that in any year fully one-half of the schools in the Province have a change of teachers, and consequently a *first day*.

The first day may be occupied in the following manner:

Calling school.

Introductory address.

Calling roll.

Seating and preliminary organizing.

Engaging the pupils in easy exercises in arithmetic, transcription, reading and spelling.

Testing the larger pupils in penmanship, spelling and arithmetic, and the younger ones in reading and slate exercises, such as easy examples in drawing and writing.

Learning the pupils' names.

Should the teacher be early on the first morning or contrive to reach the school just in time to open it? It is a good plan to visit the school-house the day before commencing. Be sure that it is clean and comfortable before the arrival of the earliest pupils on the opening day. If the trustees have neglected their duty to prepare the school-room for the re-opening, do

what you can yourself to make up for their neglect. If the interior appearance of the school-room seems to "welcome" the teacher it will infect the spirit of the children, and, then, whether you reach the school just at nine or earlier will not matter so much. On the whole it is better that the teacher be first at the school; but until school-time keep yourself busy even if at doing nothing.

Here is a good example. On the morning of the 3rd of January at 8 a.m. the new teacher is at the school, a good fire is made, and the room is swept, dusted and comfortably warm. The teacher is seated at his desk making out a list of little services and favours which he purposes selecting scholars to do for him. The first half-dozen to arrive are welcomed with "Good morning" and a pleasant remark. The group around the stove is getting larger and he does not now look up every time the door opens. He is watching closely, however, as a teacher knows how, without directly looking. Presently a lad enters, his words and actions show very quickly that he is a leading spirit, and that he is likely to test frequently the firmness of the government. Such boys are usually early on the first day. The teacher catches his eye—no trouble in this for he is evidently desirous of attracting the attention of teacher as well as of scholars—beckons him to the desk, and with the register open at the last quarter's record, says, "Will you please tell me in which class each of these scholars is; as you read the names and tell me the class I will check them." As the boy reads the teacher notes the pronunciation of the surnames and adds a mark to indicate the class and whether it is junior or senior. In the five minutes thus occupied the teacher wins the sympathy and obedience of a boy who he afterwards learns had been