

Again, we cannot have regular attendance if we do not have the hearty co-operation of parents in our work. If we could only make the average farmer understand that whatever occupation in life a person may be called to it will be the better carried on the greater the intelligence which is brought to bear upon it, how great would be the object gained. * * * It is the aim of education to educate people into positions and not out of them. The parents who think what was good enough for them is good enough for their children, are doing their children an injustice when they fail to foster the development of natural faculty in whomsoever it may exist, and in whatsoever station its possessor may be found. How are we to make them see this? Meet with them frequently, get better acquainted, talk school until they realize that we are in earnest in our work, ask them to visit us, set apart so much of our time for their special reception, and entertain them when they come. Develop their children's moral natures and they will do the "chores" cheerfully and wash the dishes well. Then we will find ourselves and our labor becoming appreciated and reciprocated.

Compulsory education, which I feel sure must some day be on the statute books of New Brunswick, will, I am convinced, do more for regular attendance than all the enthusiasm we can put in our work. Does not Germany ascribe her increase beyond any other state in Europe during the last ten years to the fact that attendance at her schools is compulsory?

I have been blaming the parent largely, but may not the fault rest with us somewhat? May not our methods become so monotonous that the child feels almost anything would be preferable to listening to the never changing "2 + 5 = 7," "Christopher Columbus discovered America," etc., every day. Are we presenting our food for mental growth in the most unpalatable manner? Let us see to it that it is seasoned with the sauce of self-preparation and the spice of belief that we have an interest in what we are doing. Have we tagged at the child until his young life is a burden to him? Let us try such methods as cheerfulness, pleasant smiles, kind acts, the word of praise in due season, the recognition of services rendered, no matter how trifling, and we will find such a reward for our pains that we wonder we did not try them before.

I have never had much tardiness in the schools which I have taught; but I find it a good plan to read a chapter of some interesting book immediately after the school has been called together in the morning. "Black Beauty," "Uncle Tom's Cabin," and "Tom Brown's School Days" will not only be interesting to the children, but will foster a love of good literature, which is so important. I think it worse than useless to punish for tardiness. I tried detention after school at first until I overheard two of my pupils talking. One said he was going to be an hour tardy, as he would just enjoy keeping the teacher late for tea. We cannot have good discipline and a sentiment like that among our pupils simultaneously. Have interesting opening exercises, and, unless some unsurmountable circumstance presents itself we will have the children present in time.

Unprepared lessons in the country are difficult to prevent. We can have rolls of honor, banner classes,

report cards, etc., but if there happen to be five or six loads of hay to get in after tea, with the accompanying train of what is known as "night work," the chances are ten to one that the boy or girl above eleven will come next day with unprepared lessons, and, worse than that, the poor, tired muscles will prevent the brain from grasping the ideas which are laid before it. However, work with these pupils as best you can, and do not blame them for what they cannot help. Have a roll of honor for each grade, on which the name of each pupil is written. At the end of the week have some way of denoting what pupils have observed punctuality, order, and have prepared their lessons in a manner indicating not only study but thought. Report cards are good, too, as the children like to take them home to show their parents how hard they have tried this week; and they are both sorry and ashamed if a little brother or sister has done better than they.

The frequent change of text-books is more of a difficulty in the country schools than city people imagine. Over and over again, since the new readers have been introduced, I have been asked if Johnny or Susie cannot use the old books as long as they will last; and when it comes to the new geography, I am afraid the storm will burst on our unprotected heads in all its fury.

Speaking of text-books, I may say that the "New Canadian History" is one of the trials in a many graded school. We only use the book for reference. Are we studying the war of 1812? We take our exercise books and blackboard. We will first have the causes, which we write down. Then will follow the dates of declaration of war, the names of the leaders on both sides, the engagements in which each leader participated, with dates, the treaty which brought the war to a close, and, lastly, what we think were the effects, supported, of course, by any reliable authority. Other events are dealt with in the same manner, using Clements and any other book we can find for material. And here is another trouble,—no public library, and in many cases no private one.

How are we going to deal with that big, bad boy? He is in every kind of mischief at school, incites the little ones to fighting, enters orchards and steals fruit, and commits similar depredations on the way home from school. I answer unhesitatingly, with kindness. In such cases I have great faith in the private conversation, and in getting his assistance in every possible way. Ask that boy to see after sharpening pencils at recess, and to act as escort for the little ones on the way home. Trust him, let him know so, and nine cases out of ten our trust will not be betrayed.

Again, have we any method to keep the little ones employed, or do we send them to their seats, telling them to go to work without assigning any? Always tell them definitely what they are to do. Writing furnishes an almost exhaustless means of busy work. Drawing another. Number work, if properly looked after, will give the little ones plenty to do. They tire of such work only when it is poorly done. Let us give them good copies, always notice their work, and encourage them to try again. A plan which I find interesting them very much is to cut pictures from books and