

sive, impelling quiet, thoughtful attention to the exercise. All directions, whether by word or signal, should be exactly followed by every pupil. The school should move as a unit. Reiteration of commands makes them meaningless.

Many occasions of disorder in the schoolroom would be prevented by a right apportionment of lessons, adapted to the capacity of the children, and varied from day to day so as to secure interest. The mischief found "for idle hands to do" can be banished by work alone. Careful preparation of the day's lessons beforehand makes the teacher ready with task, material and directions. Each pupil knows just what to do, when to do it, and how. The need of questions and comment is obviated by the concise directions. Pupils can be trained to distribute pens, pencils, paper, etc., quietly and expeditiously, in some definite order, thus relieving the teacher for more important work, and creating in them the spirit of helpfulness.

The teacher's preparation for the teaching exercise or recitation enables her to present her subject in a manner interesting to the pupils, to illustrate vividly, and to be free from all need of reference to the book. Thus she can hold the attention of the pupils.

Beyond the careful preparation for her lessons and the details of the schoolroom work, the teacher needs sympathy with child life, and power to put herself into the child's place. Many an offence against the rules of school is committed thoughtlessly, yet is treated by the teacher as if it were an act deliberately intended. Such an assumption on the part of the teacher leads to wilful disobedience later, for it stirs a sense of injustice, which rankles in the child's heart long after the teacher has for-

gotten the offence. She should learn to judge from the child's standpoint, in order to see both sides, and to deal justly. The wise teacher often shuts her eyes to misdemeanors which would be emphasized by open reproof. The attention of the school is attracted by the reprimand to faults which otherwise would never be seen. A quiet word to the offender, a look or sign, a conversation after school, when nobody else knows, are better than the open correction. The teacher's manner, in necessary direction, should assume the intention to obey, not antagonism. Her attitude towards the child does much to determine his.

Rules of action should be decreed only when occasion demands them. The reason for them will then be apparent, and they will not seem to the pupils arbitrary exercise of authority. Once made, they should be carefully followed. Penalties should be in line with the offence when possible. The child who cannot play with his mates without quarrelling must take his recess alone. The abuse of a privilege should be followed by its withdrawal. Punishments may and should be slight but certain. The teacher's even and steady persistence in the course she considers right counts for more than undue severity. — *Waymarks for Teachers, by Silver, Burdett & Co., Boston.*

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Whatever the parents may do, the teachers must nourish the spirit that makes Right the most sacred thing. The school-room must be dedicated to a fearless admiration of what is Right, True, and Beautiful.

The duty of physical health and the duty of spiritual purity and loftiness are not two duties: They are two parts of one duty—which is the living of the completest life which it is possible for man to live.