

was asked with wonderful precision, and the answers were given with text-book certainty. There was no whispering in this school. The teacher told me that it was entirely banished. I believed her, but I wanted to say: "So is everything else worth anything." I didn't, but left her believing she was teaching the most wonderful school in the state, while the fact is *she wasn't teaching school at all.*

What would you say to young teachers about whispering?

In answering this question, I will give you some of the "points" in an address before our last county teachers' association. They will answer your question as well as I am able.

The duty of a teacher is to teach.

Good government comes through good teaching.

Disorder coming from attention to school work is easily regulated.

Disorder coming from want of attention to school work can be banished by securing interest in studies.

When it is proved that a pupil *cannot* be interested in what pertains to a school, steps should be taken to remove him from the school.

INCENTIVES are the most powerful governmental forces. The best teachers make great use of them.

All good government is self-government, both as it relates to the teacher and the pupil.—*The School Journal.*

SUGGESTIONS TO TEACHERS.

1. *Get the sympathy of your class.* If your pupils are interested in you, they can be more easily interested by you in their lessons. The love of approbation is a strong motive, if the teacher is liked by the pupils. The desire to please a kind teacher will lead to great efforts to concentrate the attention on the subject he teaches. Teachers should strive to be cheerful, kind, courteous, polite, and discriminating in all their intercourse with their pupils in and out of school, "Good mornings" are easily given, but not easily forgotten.

2. *Get the confidence of your class.* Let them see not merely that you regard the subjects you teach as of great importance, but also that you arcuse no inquiring interest whose questions you cannot