

it are not aware of it. For this reason, it seems well that the teacher should step from her room into the corridor once or twice during the session, when, on return to her room, the condition of the atmosphere will instantly be apparent to her.

The proper arrangement of light is not always in the power of the teacher. The windows are often very badly placed, giving cross lights which should have been avoided when the building was designed. But suppose there are no cross lights, we then find the chairs so placed that the light which should come from the back and right is more often directly in front, or nearly so. These conditions are not only injurious to the eyes, but they produce an unconscious irritation which makes children restless and disorderly.

I have often heard teachers told to have plenty of light in their rooms. Too much light is as bad as too little. Raise your curtains to the top of your windows some sunshiny day, and leave them so all day. The next day, of the same kind, draw them part way. Now tell me, were you not much more tired the first than you were the second day? Have plenty of light, but beware of too much, for it tires, and a consequent restlessness is observable.

Having arranged the material conditions to the best of your ability, turn your attention to the personal; teaching, where it is possible, by example as well as by precept. Example is often much the more effective remedy.

Order, cleanliness and plenty of work are tools which are most useful in the school-room. It is your right, teachers, to demand of the parents that their children shall have clean hands and faces and combed hair. I feel that you say the demand is wasted, for the children come just as dirty after it as before. This is only too true, but you have one remedy at your hand. Every school-building has water in, or about it, and you can oblige the culprit to wash there, if he will not at home. If he does come one day unusually clean, let him know that you are aware of it and appreciate it. Many teachers examine the faces, hands, hair and boots of pupils at the opening of each session and they say the result is quite satisfactory.

Cleanliness and order are so closely allied that I feel that I must speak of them together. "A place for everything and everything in its place," is a great help toward cleanliness. We little realize what poor examples some of us are of this rule, which we try so hard to impress on the minds of our pupils. Can we, go to our desks in the dark and take from them anything we want? Can we go to our closets and do the