

government of a school needs to be made the subject of much thought; somehow interest and industry are dependent on it.

The Moral Atmosphere.—There are thousands who can get good lessons out of pupils, and keep good order, who leave no moral impress; rather let us put it, who do intellectual training but not moral training. The child grows physically, though the teacher takes no note of it; the parent supplies him with food. Who is to supply the pupil with food for his moral growth? It is worthy of consideration that the teacher who can keep good order, cause industry and interest, is the one who can easily train pupils morally—if he has a solid moral character himself.

Neatness and Sanitariness.—Here is yet a wide field. Every school-room should be swept daily. No ink stains on the desks. Books should be covered, and when soiled new covers put on. The steps should be inviting, the closets neat as the Shakers make theirs at Lebanon, the windows kept bright and with curtains. If there is an inviting room in the district it should be the school-room. A thorough teacher must not lack in neatness; a good school means many excellencies, not one.

Relationship.—What is the teacher in the society in which his school is placed? Said a superior teacher: "My mistake was in not being an influence in the towns where I taught." He further said that his carelessness in dress and inattention to social forms were serious obstacles that he now regrets. What is the teacher among his fellows? At the institute, at the state associations, as a secular contributor to educational journals, where does he stand? Does he help move the educational world along?

The teacher must not be a mere hearer of lessons; in fact, if that describes him he is not a teacher.

THE SECRET OF DISCIPLINE.

The use of corporal punishment, except in extreme cases, is a thing of the past. What shall be its substitute? A careful study of the conditions which will bring willing obedience.

There are material and personal conditions which help to obtain the desired result. Under the first head would be pure air and a proper arrangement of light.

No teacher needs to be told the necessity for pure air in the school-room, and yet you may enter room after room in which the air is unfit to breathe. This is because the change from the pure to the impure air is so gradual that those who are in