

tractive. Mr. Hughes, in his book on "Securing and Retaining Attention," says: "The teacher must be attractive. Sunshine promotes growth, character sunshine develops sympathy and consequent attention."

We do not ask the pupils to be attractive, for they always are; children are naturally cheerful and are easily drawn to agreeable people. Just think of the effects of the attractive teacher.

Well, the two very important effects are: 1st. That feeling of desolation and loneliness has passed away; 2ndly. The children are drawn to and love their teacher. "First impressions are lasting;" and when a child once perceives that it is in HIM that his teacher is interested, and that it is HIS welfare which she is working for, his friendship is gained.

Now, if this were always so, there would not be so much trouble with Rules. A child would not meaningfully break a rule, if he understood that it was for his own benefit, and that the teacher is not enforcing it to be arbitrary. Then, to meet the requirement of obedience, the rules must be few and well explained, positive and well enforced. Children desire to be where pleasantness reigns, so there will be no difficulty in getting such rules obeyed. What boy or girl is there who does not like to be well governed? Thus there is an attraction in judicious government in school as elsewhere. Again, how can the school-room be made attractive? Surely there was nothing enticing in that gloomy picture I first mentioned.

If there were a few pictures to break the barrenness of those walls, and a few plants to decorate the windows, that pleasant teacher and those happy children would not look so much out of place.

How are we to manage this difficulty? We must use tact here, as well as elsewhere. I will just tell my own way of doing it.

About the third or fourth day of school I introduce the subject in this way:

How many of my pupils think that our school-room is as pretty as their homes? (Not a hand will go up.) How many would like to help me in making it more home-like? (Every hand now goes up.) Then look at the walls and tell me if they are like those at home. There will be several answers, and among them is heard: "There are no