

discipline. He starts out with a careful and lengthy statement of the acts that are forbidden. To tell the child not to whisper is simply to make him want to whisper. The teacher is no police officer, and in laying down a multiplicity of rules he makes the order of the school-room mechanical and not natural. By the usual punishments no one can hope to stop every form of communication among pupils. Don't teachers like to whisper at institutes? and how annoying to the speaker they sometimes are! No teacher can hope effectually to stop whispering by command or law. We must study the dispositions and mental habits of our children, and apply the remedy accordingly. If we seat pupils properly we may help the situation, and if we make the studies interesting to the pupils, we will satisfactorily overcome the difficulty. If the teacher is annoyed by whispering, in nine cases out of ten it is the teacher's fault, because she does not make the opportunities for not whispering as favourable as possible to the pupil.

The teacher may have many a restless night, because she has not been able to secure the approval of the Board of Education for some pet project, or because some of her methods or devices in the school-room are not meeting with popular approval. She has forgotten the conservative tendency boards of education and communities, and ought to have educated them up to the new idea before asking them to adopt it. Try to get your principal or trustees to see the wisdom of the proposed change. Don't bore them continually with the new idea, but simply put before them the opportunity for knowing it in its best light. If favourably inclined, they will make it their idea, and though you may lose a little of the glory accruing from its adoption, you will lose less sleep and energy, and have less trouble in the

school-room. We must pursue the same course of conduct when we do not like our text-books or school-house accommodations. We must always be educating our public (and pupils) up to a higher appreciation of school needs and privileges.

The teacher's opportunity lies in his ability to impress his personality upon his school. Every pupil must be made to feel that the teacher is in thorough sympathy with him, and that he is his best friend. The truly sympathetic teacher is master of the situation. He feels that the true measure of his responsibilities and duties is not the yard-stick or the dollar, and that he is building for time and eternity. Boys do not pattern after teachers of the Squeers or Blimber stamp. Teachers who are whole-souled and noble-hearted men of the broadest humanity and widest sympathy, like President Eliot, of Harvard, and Dr. Harper, of Chicago University, are the teachers of power. Such teachers boys idolize and idealize. It is the companionship with the teacher of earnestness and power that will make the meanest school-house in the land the peer of the wealthiest university in influence and good. The teacher's acts and thoughts outlast the text-book in power for good or evil. The true teacher is always perfectly natural. There is no place for the mechanical teacher in the school-room. The frank and artless child is quick to detect the artificial manner and the stilted style of speech. Personal peculiarities belong to every teacher, and those that are harmful should be overcome, but no sane person expects that individuality should be suppressed in the school.

There is one thing that as young teachers we ought to guard against. We should never make a rule that we cannot enforce. Rules should only be made as the exigencies requiring them arise. We should study the