

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 same? Here is an excellent chance to teach by practice as well as by precept. We should have our things arranged as carefully as we expect theirs to be, and keep them so.

Every pupil should have a place for each thing necessary for his work and keep it so carefully in its place that he can at any time put his hands into his desk and take from it, without stooping, any article he needs. It is surprising how much noise and confusion this obviates, to say nothing of the time saved.

Each pupil should understand that the chair he occupies, the desk in front of it, and the floor beneath and around it are his, and his only; that he is held responsible for the condition in which they are kept, whether the dirt which he finds on his premises were put there by himself or another.

Now, give him as much, or more, to occupy his time, as he has time to occupy, and you will not miss the old time rod.

There is one more very important thing, your voice. Imagine your feelings after sitting five hours under the incessant talk of a loud or harsh voice. If a child is hard of hearing it is better for him, and far better for the other children, that he occupies a front seat. Pitch your voice slightly above conversational tone and decline to repeat. The result is, ease to yourself, rest to the children, and a kind of attention hard to attain in any other way.—*Popular Education.*