

after-life, will often appeal to his taste and judgment. A good sound judgment, and the habit of mentally taking an all round view of things may, to a certain extent, be cultivated. We use judgment when we mentally place things side by side for the purpose of finding out their similarity or contrasts with an intent to decide as to which is the right course to pursue regarding them. Thus judgment involves the power to eliminate the opposites or likes of any line of action. There are continually opportunities occurring, in school life particularly, of verifying and correcting our opinions. This faculty is many times called "common-sense," but is not "common" as is often assumed.

When we endeavour daily to arrive at just conclusions, the power to decide rapidly increases, and the faculty itself grows more valuable. This will become more extended as experience increases. On the other hand, care should be taken that judgment should not be allowed to deteriorate into mere prejudice.

A quick and accurate observation is an essential qualification for all who wish to become skilled in the profession of teaching. Children's faces, as a rule, are a good index to the mind, and the habit of watching them closely to observe signs of fatigue, restlessness and intelligence, will develop an insight into human nature not to be despised. A constant watchfulness will soon enable the teacher to discern to a certain extent between truth and falsehood, guilt and innocence, and to recognize other signs of the moral as well as the intellectual nature of children.

Complete self-control is a most important factor in one who attempts to govern others. "He that ruleth his own spirit is better than he that taketh a city," and he that commands his own feelings has one instrument

by which he can command others. If the habit of mounting guard over one's own feelings and emotions be carefully cultivated, it will stand in good stead in times of excitement, for a calm, quiet demeanour has great influence over turbulent noisy children.

As every school should serve as a training ground for the orderly performance of work through life, it should set up a high standard of method and punctuality. Method reduces the maximum of work to the minimum of labour, and enables all the school machinery to move easily and smoothly. Again, every teacher should have some object or pursuit to which to devote his thoughts out of school hours. Any suitable hobby will serve to enlarge his ideas, expand his mind, and keep the follower in sympathy with learners, for he will then be a learner himself. Bacon says, "Reading makes a full man," and of all people, teachers need to take this means of increasing their store of information, and the study of several good books on one particular subject will be found very useful.

In conclusion, let me use the words of Professor Pillans, who remarks: "The moral training received in a well-conducted school from observing the example of strict and impartial justice in the conduct of the master, his kindness to all, his paternal regard for their improvement, his patience with the slow, his encouragement of the quick, his unruffled serenity of temper, and his reluctance to punish, are far more important to the pupil's well-being in the world and his character as a member of society, than any given amount of literary acquirement. The good or evil lessons which a boy draws for himself, almost unconsciously, from the master's demeanour in school, are more influential and impressive than any direct instruction."—*The Teachers' Aid*.