

standing on the blackboard, all give certain indications which are apprehended in a very short time, and to the stress laid by the teacher, and the attention paid by the pupils to the subject of *order*. The teacher who would stand well with the Inspector in regard to this matter, would do well to consider all these things. Some of them may be small in themselves, but *trifles* constitute perfection, at least they point with unerring certainty towards imperfection. Let the teacher endeavor to disguise matters as he will, the Inspector cannot fail to see what is the order *put on* for the occasion, and what is really the regular and *every day* of the school.

2. ATTENTION. There can be no successful teaching without attention. The mind cannot receive impressions without it. It is one of the first lessons to be learned by the young scholar, and it is the key of success to the advanced student. An Inspector is sure to make the *attention* of the pupils a factor in his estimate of the standing of a school. Should he find pupils negligent of their work, very much occupied with their neighbor's affairs, or very much interested in scrutinizing the school visitors, he cannot fail to conclude that the executive power of the teacher is *weak*, and consequently the progress of the scholars *slow*. And when such is the case during recitation, the conclusion is still more obvious. No teacher that allows any mental wanderings on his own part, or on the part of his class, can be said to discharge his whole duty to the school. We have seen instances where pupils were disposed even to converse during recitation—when instead of fixing their attention on the teacher or the questions he proposed, they became almost unconscious of the situation, and so wrapped up in semi-obliviousness that they aroused with a startle as of an electric shock. Such instances of inattention disclose very fully the utter want of point and pith in teaching. They show that the first lessons of school life have been

neglected, and that until learned, but little progress can be rationally expected.

The true teacher lays great stress on *mental* activity. He knows the stimulus it gives to the duties of the school room, and he never fails to display by his own example that which he desires to see reflected in his pupils. The magnetic power of mind over mind is no where more strikingly displayed than in the school room. The natural activity of children soon settles down in an inverse ratio of chronic indifference when its powers are not quickened by contact with the superior strength of a mature mind. The teacher who lacks an animated spirit before his class inevitably fails in keeping up that lively current of thought so conducive to the development of mind. He may be well educated himself, he may speak from a full mind and a thorough knowledge of his subject, but without animation his words fall like so many snow flakes that are as speedily blown away by the first adverse current of thought that sweeps by.

But while the teacher seeks to cultivate this animation, he should at the same time carefully guard against that "fussiness" of manner, which neither indicates vigor of mind, nor solidity of thought. True animation is calm and steady. It never wastes its energy in vociferous exclamations, nor superfluous utterances. It speaks pointedly and clearly, sticks at the root of the matter with a master hand, and arouses the latent powers of the mind on which it acts. Never lacking in dignity, it elevates, and with a sort of kingly power breathes into the soul the breath of life.

Where this is wanting, the Inspector cannot be slow to perceive. The languid, listless teacher, and the idle, indifferent school, are co-relative. They are sure to exist together. On the other hand the busy, bustling teacher and the noisy school are also co-relative. Let the teacher guard against both extremes.

3. ACCURACY. By accuracy we mean cor-