

will excite one mind may not move another. What may stimulate to-day might not avail to-morrow. The teacher possessing *tact* is equal to every emergency. All whims and humors and peculiarities are toned down, subdued, or corrected, and out of infinite variety, order and unanimity are obtained. A teacher possessing *tact* seldom comes into collision with his pupils. He is sure to display sufficient firmness to overcome rebellion, and sufficient moderation and calmness, not to excite it. He never requires to exercise brute force for he never excites these propensities in his pupils. Discerning a tempest in the distance, he skilfully prepares himself to meet it, and is never overtaken with such ebullitions of opposition, as he cannot govern with the slightest effort. We have seen many collisions between teachers and pupils, and feel no hesitation in saying that a little *tact* and judgment would have obviated them all, and have spared both parties much pain and discomfort. A rash teacher may delight in crushing down the stubbornness of a pupil, but a *judicious* teacher will never unnecessarily excite any such disposition.

There are other minor elements of administrative abilities, which are requisite to the good government of a school, but these are so frequently on the tongue of every teacher that they might be slightly passed over; we do not mean, however, by referring to them so briefly that they are unimportant in themselves. They are essential to the success of the school, and the neglect of any of them will prove fatal to the teacher. They are, *order, system, promptness, agreeableness, calmness*, and such like. The value of all these elements of character must be apparent, and no teacher can justify himself in the neglect of any of them.

The last element—*force of purpose*—we will consider very briefly. This element might be considered as a part of administrative ability, as no administration can be successful without the controlling influences of some powerful mind to urge it on to its destined end. Force of purpose involves also, *industry* and *perseverance*. In the latter quality many teachers are very deficient. Plans are laid down—a course of study blocked out and a new line of duty entered upon with the utmost enthusiasm, but the wavering teacher has gone but a short distance on the new route to success, when his energies flag, and ruin and disaster overtake all his plans.

Force of purpose is also requisite in order to impress upon the pupil the importance of the motto "*nil desperandum.*" It should be a cardinal part of all education to cultivate an indomitable purpose in the pupil. In the pursuit of knowledge or, indeed in the pursuit of anything, there should be no such word as "fail." Without force of purpose on the part of the teacher, the energies of the pupil are apt to droop and falter, and by disappointments and defeats his courage is weakened, his ardor dampened, and hesitation and distrust take the place of resolution and confidence. Such a disaster in the training of a pupil the good teacher is sure to avoid, by that force of purpose which always carries the earnest student on to victory.

We trust it will be the earnest desire of every member of the profession to exhibit in the discharge of his daily duties as many of the elements of the good teacher as possible, and to labor with a noble enthusiasm for the success which is sure to be the reward of an intelligent purpose, faithfully and honestly carried out.