

**A Good Teacher.**

1. Keeps the school-room clean and orderly.
2. Opens the windows a few inches from above on the lee side during study hours.
3. Does not kill pupils for want of pure air.
4. Begins work at nine o'clock, gives one and one-half hours' intermission and dismisses at four.
5. Keeps a true record of attendance, tardiness, classification, etc., and transmits the same to the superintendent.
6. Appeals to the reason rather than the memory.
7. Has time to see the director and also get acquainted with patrons.
8. Trains the child for complete living.
9. Learns the pupil and then teaches him.
10. Does ten thousand other things for pupils not mentioned in the contract.
11. Then "she marries and lives happily ever afterward."

**The Poor Teacher.**

1. Never sweeps because she "didn't expect company to-day."
2. Opens the windows from the bottom to the windward side three feet or not at all.
3. Kills innocent little children by drafts of carbonic acid gas.
4. Begins school when she gets ready, does fancy work for a few hours at noon and recesses, while the pupils tear down the fences and outbuildings and insults the passer by. And dismisses at three in order to attend the entertainment.
5. Makes reports to the superintendent from her imagination.
6. Does not know any of the patrons, and would not associate with them if she did.
7. Listens to parrot-like recitation of "words, words, words," and calls its "teaching."
8. Blarnies the parent yet despises the child.
9. Prevails upon her relative or friend to become director in order that she may have the same school more than one term.
10. Gets the home school.
11. Dies because of "suspended animation" contracted through keeping school, and the patrons and children "ever afterward live happily.—*Iowa Teacher.*"

It is possible to educate a child to high degrees of virtue, of prudence, of morality, and bliss, though he never learns to read, write, and memorize, and enjoys only an instructive intercourse.—*Basedow.*

**Interest.**

Interest is the natural and appropriate means leading to learning; and since interest is the appropriate and necessary motive for real and effective study, it becomes a duty to develop interest.

The primary condition of arousing interest is a well-nourished, vigorous brain. There is little use trying to develop a strong, healthy interest in anyone whose physical processes are feeble or deranged. We must not demand a steady, constant flow of interest. If we would call to strong, earnest action, we must give place to relaxation. The teacher who requires his pupil to be at his best all the time, never gets the best out of him at any time. Give your pupils that to learn which will fit them. What they ought to learn depends on what they are prepared to do and to feel, as well as on the intrinsic value of the matter. Interest is contagious. Cultivate in yourself sympathetic interest. Manifest your interest in your pupils freely and warmly. Be sincerely interested in their efforts. Show them how you wish them to succeed. When a pupil has struggled bravely with his little task and has accomplished it, do not mind if an exclamation of sympathetic joy escapes you. "Well done, my boy!" uttered in a really triumphant tone has sent the blood thrilling through many a boy's veins and made his heart throb with a bounding joy.—*W. E. Wilson.*

**Kindergarten Principles in Sunday School.**

Of the many changes and improvements made in Sunday schools in the past few years, perhaps the most important is the introduction of kindergarten principles in the primary classes. These classes are made up of children ranging from eight years of age and are called Sunday school kindergartens. The term kindergarten in this connection does not mean that the same methods of the everyday kindergarten are used, but simply that the kindergarten principles are applied in teaching children of the kindergarten age. The little folks come each week to these classes and have a happy time singing sacred songs and listening to Bible stories told with the aid of a sand table and models of the buildings and utensils spoken of in Bible history. Teachers everywhere seem to realize the necessity for materials to hold the attention of young children, and the demand for these Sunday school models has increased so rapidly that the concern which makes them is doing a lively business in this line alone. This includes models of the table, water jar, mill, gate, the tomb with its rolling stone, and the book or roll with the twenty-third Psalm printed in Hebrew.—*S. S. Times.*