

afraid to share a hearty laugh with them when it comes in opportunely, commends himself, his requirements, and the work of the school to his pupils in a way which meets with a ready response from them.

SYMPATHY, the power to enter into the feelings and ways of children, is indispensable to success in teaching. The little child runs to his mother when he is in any kind of trouble, because he knows she will enter into his feelings and soothe his troubled spirit. Many a teacher of limited intellectual attainments has secured excellent work from pupils because he made each one feel that he had a personal interest in him. Many a teacher of brilliant intellect and ready wit, but tempered with sarcasm, has failed to gain the hearty co-operation of his pupils. They admired his learning, but were afraid of him. Teacher and pupil must be in sympathy.

QUICKNESS OF PERCEPTION.—The teacher has to arrange and assign full work to each member of the class and school, and follow each pupil to see that it is well done. To this end, his lines of communication with each pupil, which are through sight and hearing, must be maintained unbroken through the class exercise and the school session. His position must be where he can see every eye in his class and in the room, every act and movement which takes place. In the class exercise he must watch every face in the class, to observe the action of each mind and to see the effect of what he says and does. He must be able to instantly fix his gaze upon any pupil who needs correction, and as quickly to transfer and fix his attention upon any other. He must be quick to see.

The teacher must notice every sound, promptly distinguish between the necessary noise of school work and that which ought not to be, and check the latter. He must attend to every word and tone of the pupil as he speaks, that he may secure correct thought and expression. There can be no prompt obedience, no live teaching, no thorough training, unless the teacher is quick to see and hear.

GOOD JUDGMENT.—The teacher is called upon to decide promptly what is best, what is right, what ought to be, in the selection of the proper objects of thought for teaching in their arrangement in the natural and logical order, in directing the