

a superficial sham. Let any teacher but refer to his experience, and he will find that any subject in regard to which his information was limited, was not only dry and uninteresting both to himself and class, but was presented in such a misty, confused manner as to make little or no impression upon his pupils. It is only when the mind is full of a subject, when it is thoroughly mastered in all its details, when all the difficulties attending it are overcome with the grasp of perfect confidence, that it can be presented with clearness and force. He who struggles through a solution (?) feeling his way cautiously at every step, cannot make the same impression upon his class as the man who sees the end from the beginning. And while this clearness of perception may require daily preparation for the class, it also requires that the teacher's mind should be stimulated by contact with other minds, that his mental armour should be always burnished, and elasticity of thought always preserved.

In the discharge of his professional duties the *administrative* abilities of the teacher are very heavily taxed. He has many difficulties to contend with, which can be overcome only by the utmost tact and skill. The trustees with whom he has officially to deal may be men who take but little interest in education, or they may be very much disposed to find fault and interfere unnecessarily with his management of the school. In either case the judicious teacher would apply a remedy—what that remedy should be, we leave it for himself to determine. If the trustees are apathetic and indifferent, it is quite evident their interest should be excited. The comfort of the teacher and the prosperity of the school, require that this should be done. How useless then for the teacher to settle down into a gloomy disappointed mood, because this difficulty is to be encountered. How much better would it be to set himself to work and change what was an obstacle to his progress, into a means towards his success.

Or should the trustees attempt to encroach upon his rights and overstep the prescribed limits of their jurisdiction even there the judicious teacher, while not yielding the authority which belongs to him by law, could "head off" unnecessary interference. Putting on professional dignity and meeting defiance, with counter defiance, may sometimes achieve a purpose, but ordinarily there is a "more excellent way," and the judicious teacher is sure to choose that "more excellent way." Men's opinions of their authority cannot be transformed at once. Trustees are not always so liberal-minded either by education or by contact with society, as fully to respect the rights of others, and the teacher who consults his own comfort and success, will endeavor to mould the purposes and inclinations of such men so as to subserve the higher interests of the profession.

It is in the discipline of the school, however, that the teacher's administrative powers are more particularly exercised. And in order to succeed in this department several elements of character are indispensable. (1) *Judgment*. By judgment we mean that which is ordinarily described as *common sense*. This is the great balance wheel of all discipline—the final court of appeal in all matters of difficulty. All regulations for the government of the school—rewards and punishments—exceptions to the ordinary rules of the school, or duties to be performed by the pupils should be characterized by common sense. While a teacher should be decided in his discipline, there should be no Medo-Persian legislation. Exceptional circumstances, and these frequently occur in every school, require exceptional treatment. (2) *Tact*. This is a striking element in every man possessing real administrative ability. It is required in the management of the temper of the pupils—in avoiding that which excites their hostility and arouses their baser propensities. It is also required in securing their application to study. What