

by himself and labors as best he can ; his experiments are often very unsatisfactory to the pupils. He has no clear standard in his mind ; if there is silence, if the group before him seem to stand in awe of him, if they recite their lessons, if the patrons do not complain—these are the usual standards. A professionally trained teacher looks at the mental evolution going on.

*Natural Aptitude.*—The patrons of a school are apt to say he is a “natural teacher ;” it means something. Some have no aptitude to direct the thoughts of others ; they cannot direct their own. It is true that the Creator intended all to possess teaching ability, “but in many cases the timber is poor,” as Mr. Beecher explained it. The aptitude in every one can be improved, and it is fortunate it is so.

*Classification of his School.*—When fifty persons are gathered, a keen eye sees at once that they are susceptible of classification, that they can be benefited only by classifying them. The teacher of *one* grade in a city school knows that it is best to divide his forty pupils into four classes. Good classification is a primary consideration.

*Course of Study.*—There must be a plan or scheme of work ; for this occasion let us suppose the teacher is to make out his own. What will he do ? Will he say there shall be reading, spelling, arithmetic, geography, and grammar in this school ? That is to act like a mechanic. He must look to *life* as giving the key to the course of study. We eat to live, we study to live ; children go to school for life purposes. As a gardener works around trees to enable them to have a broader and more glorious life, so must the teacher labor in his garden of human beings.

*Creating Interest and Industry.*—The measure of the success of the teacher is not the amount the pupils learn, but the mental activity that exists. It may be roughly stated that interest is the measure of progress in a school. The teacher who can create an interest has the basis of success in him ; but that interest must be properly directed. A ballet dancer may create an interest, but it does not result in anything ; the interest the teacher creates must result in education.

*Governing Ability.*—There is such a thing as directing the operations of a body of persons to chosen ends with unerring certainty ; they are under authority and move towards the object in view. There must be some control of the pupils of a school ; it is best for them, leaving education out of the case. The restraint should be enough, and not too much. The