

studies the expression on his mother's face which wakes the feeling of joy or sadness in his young heart! How readily the pupils of every village schoolmaster read "the day's disaster in his morning face!" "The eye itself alone, in its regal power and port, is the born prince of a school-room." The voice, in its tones, its quality, volume, pitch, force and modulation, consciously reveals the spirit of the inner man or woman. The manner is another open way for the unconscious expression of the inner life. Every sign, movement, attitude, tells its story to the child, who is always ready to receive the message. It is what the teacher has become as the product of all his foregoing life that thus finds unconscious expression in all these ways.

SELF-CONTROL is next in importance. It is that power of will which enables one to rule himself, to control his feelings and his tongue under sudden and strong provocation, which makes him "swift to hear, slow to speak, slow to wrath," which holds the reins upon the natural impulses of appetite, desire, or affection, to command his intellect and his body so that he can make the best use of them as the occasion calls. This silent power of self-possession constantly manifested commands the respect, esteem, and faith of the pupil, and moves him to like endeavour.

CHEERFULNESS in the teacher is to the school life of his pupils what the sunshine is to the growing plants. The cheerfulness which comes from a sunny disposition, good digestion, sweet sleep, and bodily vigour, which looks on the bright side of everything, gives colour and smoothness to school life as marked and as beautiful as that which the sunlight gives to the foliage of the trees. The teacher who brings to his pupils the cheery words, the pleasant smile, the kindly interest in their sports, who is not 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