

grammar and other subjects, are merely the tools with which the child should be taught to educate himself, and they should be given to him only as he is able to use them.

3. The work of school should afford pleasure. If the desire for knowledge is to be kept alive and vigorous, if it is to survive through the early years of school life, school work must be made attractive. Herbert Spencer says that of all educational changes taking place, "the most significant is the growing desire to make the acquirement of knowledge pleasurable rather than painful—a desire based on the more or less distinct perception that at each age the intellectual action which a child likes is a healthful one for it; and conversely. There is a spreading opinion that the rise of an appetite for any kind of knowledge implies that the unfolding mind has become fit to assimilate it, and needs it for the purpose of growth; and that, on the other hand, the disgust felt towards any kind of knowledge is a sign either that it is prematurely presented, or that it is presented in an indigestible form. Hence the efforts to make early education amusing, and all education interesting. * * * As a final test by which to judge any plan of culture, should come the question—Does it create any pleasurable excitement in the pupils?" Discard any system of primary instruction, however time-honored or in accordance with theory it may be, unless it makes lessons attractive. With the older children the step from *instinctive* to *controlled* attention must be gradually taken.

It is very desirable that teachers should avoid any course of action which will tend to make learning distasteful. If men are to be self-educative when they leave school, they should have a love for knowledge, certainly they must not have an aversion to it. Lessons should never be assigned as a punishment. Pupils may be compelled to do, after school or at home, work which they have neglected to do at the right time. This is not a punishment for the neglect, however, but the performance of a duty which ought to have been done before.

4. School Exercises should be varied as much as possible. Of course the programme of studies should be fixed, and the time table adhered to regularly. The plan of presenting a subject should be changed, however. Some new element should be introduced each day. In teaching Geography, for instance, the map may be used one day, blackboard and slates the next, and the sand-box the next; to-day the teacher may point to the places he wishes to have remembered, and the pupils find their names; to-morrow he may give their names, and they find their positions on the map. The plan should be varied during a single recitation to a certain extent. So long as variety does not dissipate the attention, there cannot be too much of it. Freshness stimulates mental activity, routine deadens it.

5. The Child's Curiosity should be kept alive. Some pupils are always on the tip-toe of expectation. The teacher who can secure such a condition in his class is certain to have attentive scholars. Natural aptitude in the teacher has something to do in stimulating the curiosity of pupils. The power to sustain it, however, must be acquired. Pupils will not long seek to be fed with chaff. *The teacher must be prepared to gratify the appetite which he seeks to develop.* He must be familiar with the subjects he has to teach; he should keep thoroughly prepared with all that relates to them in connection with current events. Hart aptly says: "To real, successful teaching, there must be two things, namely, the ability to hold the minds of the children, and the ability to pour into the minds thus presented sound and seasonable instruction. Lacking the latter ability, your pupil goes away with his vessel unfilled; lacking the former, you only pour water on the ground."

6. The lessons given and the subjects taught should be adapted to the advancement of the pupils. If lessons

are too difficult, a child will naturally turn from them, first in disappointment, afterwards with dislike. The subjects should be presented in a manner suited to the ages of the pupils taught. Some of the most interesting studies are rendered permanently obnoxious by improper methods of teaching them to children at first. In teaching Grammar, for instance, dry, difficult, and uninteresting rules, with puzzling *exceptions to the general rule*, are memorized and recited, and the teacher, in addition to this outrage, actually deceives the unfortunate and long-suffering pupils by allowing them to believe that such wearisome drudgery is learning grammar. They of course in most cases associate the unpleasant feelings they receive in school with study and learning in the abstract, and therefore get a distaste for knowledge itself. Let the methods and the subjects be appropriate for the ages of the pupils, and their love of learning will continue.

7. The steps in learning should not be too great. If a desire for knowledge is to be maintained, the pupil must be able to see clearly how one portion of a subject is connected with another. The step to be taken should be based on those already established, and the teacher should remember that what appears but a molehill to him may be a mountain to his pupils. He is, the best teacher who can most clearly remember his own early difficulties in learning.

8. Lessons must not be too long. This is true both as regards lessons at school and those assigned for home preparation. Long-continued lessons in school weary the mind; long lessons learned at home tire both mind and body. When learning becomes a "task" it necessarily ceases to be attractive in itself. It should not be surprising that, under such circumstances, children should lose their natural eagerness for knowledge.

If the suggestions given be carried out in the right spirit, boys and girls will continue to be "interrogative machines" throughout their whole lives.

THE SCHOOL SUPERINTENDENT AND HIS TEACHERS.

BY J. L. PICKARD, PREST. IOWA COLLEGE, IOWA.

Among the varied duties of the School Superintendent, those growing out of his relations to his teachers claim attention.

1. He should be a leader. To this end his fitness to lead must be recognized. His better acquaintance with the work required of teachers must be everywhere apparent. This acquaintance should be the child of experience; hence it is better, though not, in exceptional cases, essential, that the superintendent be chosen from the ranks of professional teachers. Theorizing the most attractive, the most plausible, even, will not satisfy the demand. Nor will practice in a narrow field prepare him for his wider duties. A wide and varied experience gives vigor to consciousness of power,—a prime element in successful leadership. But a leader, though familiar with details, cannot be burdened with them; he must generalize, grasp principles which underlie the detailed work assigned to his subordinates. It is his to plan the campaign, to assign to each division of his forces the work to be done, indicating the results to be accomplished, and leaving the minutiae to the discretion and loyalty of his teachers.

2. Confidence in the discretion of his teachers of necessity follows, from his lack of time to attend to details. If a superintendent feels it incumbent upon himself to mark out the steps for individual teachers, two things equally disastrous are consequent—the frittering away of his own time, and the purely mechanical work of each part of a vast machine. If he finds in his corps of teachers a manifest lack of discretion, the best remedy consists not in