

business it is to report tardiness and curtail the wages of his subordinates, is for the most part a man whose love of work has its limits and peculiarities, and whose devotion to his teachers' interests is not always directed towards the plainest looking nor the most worthy.

Such a man, by political wire-working, by flattering certain directors, or by pandering to the low tastes of the rabble, holds his place, to the disgust and weariness of his subordinate teachers, with the contempt of his more intelligent constituents, to the great and life-long detriment of the children; but worst of all, perhaps, to the lowering of the public school system in the estimation of its firmest supporters.

But how can the country school teacher learn to love his work and enjoy it? Rather, I would ask, how can he infuse into his pupils a love of their school, and so inspire them with the spirit of industry and cheerfulness that no place will be as attractive as the school-room, and no recreation will be as heartily engaged in as the regular school work? Why, in the first place, just as an artist becomes absorbed in his work. The successful painter works for higher aims than money. Every hour is grudged that is not given to the easel. Social and convivial occasions are shunned as a delusion and a snare; indeed, all interest and affection is for the time withdrawn from every other object. Can such an individual fail of success, or of enjoyment in the hope of that success which sooner or later is sure to be attained? His only happy or even comfortable hours are when he is at work.

But what is that artist, working on mute canvas or dead marble, compared with that artist who works on living personality, responsive intellect and grateful affections? Where can devotion—all absorbing devotion—be the most easily aroused and most persistently bestowed? Where can the delights of successful contrivance be most fully enjoyed? Where can the enterprise and ambition of a true and living heart find a nobler and sweeter field for their exercise than among his pupils, his best friends?

Can beauty of expression be developed on the canvas, or beauty of form drawn from the marble? How much more charming that energy of character and beauty of soul developed by the devoted teacher through his artistic skill on his plastic, responsive material!

Froebel's idea of turning work into play is not to be limited to children of any age, nor to children at all. It is the true ideal of a life work. To make work more inviting and absorbing than any form of recreation or of unproductive sense enjoyment is the secret of a true life, a happy life. Give me no other. But how shall the country district school teacher find increasing satisfaction in his work?

1. By realizing that earnest, interested work is a blessing and not a curse, in other words, that there is more fun in work than in play.

2. By adequately fitting himself for his work before he begins it.

3. By believing that human nature will ever respond to real devotion to its interests, and that especially is this true of children and youth.

4. By believing in himself as honestly and hopefully devoted to the improvement and pleasure of his pupils.

5. By making his school a field for ingenuity and enterprise, for scheming and planning to increase its usefulness.

6. By availing himself of every opportunity which the profession affords to improve his school and his own plans.

7. By procuring a library and apparatus as rapidly as his means permit.

8. Nor is it unworthy of a good teacher to desire to stand first in the respect and affection of his pupils, and to use all appropriate means to secure this end.

9. Neither is it unbecoming a noble professional zeal to aim towards being, and being considered and spoken of, as "the best teacher we ever had in our school," and thus found to be necessary when called for by some neighboring district with the offer of increased wages.

10. None of these considerations interfere in the least with that beautiful ideal for which the worthy teacher will ever work, and in the pursuit of which he, more than any other artist, can truly say, "I work for eternity."

Now, with such aims, beliefs and motives, let us consider for a moment the immediate ways and means of making school work interesting and exciting.

1. By such special preparation and contrivance on the part of the teacher as will enable him to make every recitation and exercise so interesting that the children will be eager for the next.

2. By feeling that a recitation is nothing, and worse than nothing, unless it is prepared for by diligent and interested study on the part of the pupils.

3. By giving such preliminary drill in every recitation for the study of the next lesson as can not fail to excite a lively curiosity and an eager effort in the preparation for the next recitation.

It is asked how can recitations be made so interesting? and how can preliminary drills be conducted so as to be continuously exciting and effective? I answer, this will depend on the interest of the teacher in his work, on his native aptitude to teach, on his ingenuity in ever devising special methods adapted to each exercise, but much can be gained by all teachers in reading educational books and periodicals, by mutual discussion between teachers as they meet, and by sustaining teachers' associations; neighborhood, town, and county associations. The training in Normal Schools should be directed more to these ends than any other, how to make the recitation interesting; for if the recitation really awakens enthusiastic work, no other government will be required, and all school discipline and culture may thus be reached.

4. But the school work can not be made interesting and kept so, without giving due credit for faithful effort on the part of pupils, however much or little they may accomplish. Nor can the teacher succeed on this plan by imposing study as a punishment, and keeping pupils after school for discipline.

5. Again, school work can be made interesting by arranging for the study of all subjects, except, perhaps, geography, in writing; and by the pupils following outlines in their study, rather than getting their lessons by simply memorizing the text, or learning answers to printed questions.

6. But every other plan may be enhanced by having every pupil in every class, every day engaged in preparing something for the close of the term, for the School Exposition. How is this to be done so as not to interfere with the regular school work? Why, it must be done so as to increase the interest in the regular work, and to arouse the more zeal in the mastery of every lesson. It is a part of good normal training to enable the pupil teachers to use this means of excitement properly, but any ingenious and energetic teacher who accepts the idea will find it working splendidly, with comparatively little extra thought and study on his part.

7. In addition to the work done in the regular classes, for the school exposition, a considerable amount and variety of subjects can be prepared in connection with the general exercises, such as botanical specimens, collections of minerals and fossils, and possibly something in taxidermy, also in the construction of simpler forms of apparatus, the use and application of which the student may be permitted to give at the exposition; also drawings of apparatus may be prepared to illustrate principles in natural philosophy, or in physiology, or in physical geography. Also simple experiments in chemistry can be prepared and performed, illustrating the principles of heat and chemical affinity.

8. In carrying out such plans, and others which the ingenuity of every teacher will suggest as appropriate to his own school, surely every hour will be occupied, and every day will be found too short for the work he is so anxious to accomplish.

To such a teacher will work be a burden and a curse? Rather will he not be surprised to find how fast time flies, and can he fail to be delighted with the results of his school work, even in that work itself? I have thus far directed your attention to the work which the faithful teacher may so richly enjoy in his regular professional duties.

I now wish to say that such a teacher can not fail to inspire his pupils with the same enthusiasm in their daily work.

The plans and methods I have here proposed for the teacher, are no mere theory, no experiment. They are an accomplished fact with thousands within my knowledge. The results of such school management, carried out in a sensible, earnest, and loving spirit, have changed multitudes of schools from prisons to homes, from hells to heavens, from a regular training in deceit and treachery