

5. *Preparation*, by hard work, time and thought, to be thoroughly qualified in all necessary studies; able to come before the classes master of the subject under discussion, instead of confined to text-books; knowing the how and why of methods and systems.

6. *Power to interest*, to make a topic a reality; to quicken the perceptions, and awaken zeal and enthusiasm for further investigation and research.

7. *Power to govern*, not merely to quell revolts and administer law, but to direct and guide the many wills in the proper channel, and having done so, to hold them there.

8. *Punctuality*, to be in the right place at the right time. If he must vary, better be too early than as many minutes late; having made a promise himself, keeping it, that he may expect and require the same of others.

9. *Programme*, that the time may be properly divided; that all may know when a duty is required of them, whether it be to study, recite, or rest.

10. *Promptness*, to turn readily from an interesting exercise and cheerfully proceed with another; alert as well to praise as to censure.

11. *Practicality*, as only a few years at most is given to school training; therefore pupils should be taught what is needed to make them thoughtful, earnest men and women to contend successfully with the realities of life.

12. *Personality*, having a firm belief of what is right, an object to be attained, and following his own course carefully and to a successful issue, instead of wavering and altogether losing himself in another's way and method. Finally, fellow-worker, have

13. *Pluck*, don't become discouraged, because unappreciated, but perseveringly, persistently, pertinaciously press on, and success will ultimately crown your effort.—*Julia A. Pickard, in the Fountain.*

READING.

"The great and almost universal fault in teaching reading is the too great neglect of attention to the sense of what is read."—*Supt. Philbrick.*

"In order to prevent monotony, occasionally carry into school a good story-book or paper, such as *The Nursery*, *Harper's Young People*, *Aesop's Fables*, *St. Nicholas*, *Robinson Crusoe*, etc., and from that let each pupil, in turn, read a paragraph or page while others listen. Such an exercise, rightly managed, will kindle an interest in the dearest class ever fossilized under the steady dropping of the old-style reading-lesson."—*John Swett.*

"If teachers will cease to require little children to 'read over' and to 'read over' and to 'study' beforehand their reading exercise, — a task entirely unsuitable at their age, — and will also put an end to the absurd practice of allowing pupils to keep up, during the reading exercise, a running criticism upon each other by irritating and aggravating remarks, thus mortifying their more timid companions, and sometimes paying off old grudges; and will then confine their labors mainly to two points, — to making the child realize the thought of the sentence to be read, and to showing him, by example and good vocal drill, how to give a pleasant and natural expression to that thought, — the best part of the victory will be won."—*Supt. A. P. Stone.*

"I do not hesitate to declare my conviction that if half the school-time were devoted to reading, solely for the sake of reading; if books were put into the scholars' hands all that while, under wise direction, divested of every shadow of association with text book work, to be perused with interest and delight inspired by their attractive contents, — choice volumes of history, biography, travels, poetry, fiction, — there would be a far more profitable disposal of it than marks its lapse in many a school-room now. The ordinary reading of the schools is a pointless, starveling performance, so far as language-teaching is concerned."—*Supt. Harrington.*

"Good reading is an art so difficult that not one in a hundred educated persons is found to possess it to the satisfaction of others, although ninety-nine in a hundred would be offended were they told that they did not know how to read. The essential requisites are perfect mastery of pronunciation and the power of seizing instantaneously the sense and spirit of a author."—*Marcel.*

"Question pupils upon what they read. By conversation with them upon the subject of the lesson, endeavor to make it interesting and instructive. When they thoroughly understand what they read, and have a real appreciation of the subject, they will read naturally and with correct emphasis and inflection. The teacher may read a piece to let his pupils perceive how, by a natural tone and correct emphasis and inflection, he brings out the meaning; but he must carefully avoid training his pupils to imitate him. They must read well of themselves, because, they understand and appreciate the subject; they must never read as parrots."—*John Swett.*

"Familiarity with the best thoughts and expressions would load children, with comparatively little effort, to think and express themselves in good language."—*Supt. Elliot.*

"That method is best which makes the pupil think most."—*W. R. Comings.*

"Grammar can be taught incidentally by calling attention to any peculiar grammatical constructions. Direct their notice to the fact that some descriptions and narrations are finer than others, because in them the adjectives and adverbs are used more abundantly and to a better advantage."—*McGuffey.*

"Every teacher of reading should collect numerous prose sentences and stanzas of poetry requiring a variety of tones in the reading and adapted to the capacities of the pupils, and use them for purposes of drill."—*Wickersham.*

"Encourage and practice favorable criticism rather than adverse. We gain more by securing the imitation of the good than by merely indicating what is faulty."—*Howard.*

EXTREMES IN SCHOOL MANAGEMENT.

The following essay by Supt. C. C. Cory, of Pella, Iowa, on the evil effects of introducing extremes of method into our plans of school management, is worthy of attentive consideration. Even if those who read cannot accord with him to the fullest extent, even if they think his case against over-methodizing is urged with a little too much zeal, they may well carefully consider his view of the case. The sin of pushing a good thing to the extreme which makes it a bad thing is a very common one in our day. Such criticism as will enlighten us to our faults in this regard, cannot fail to do us good:

"Methods are the machinery used for carrying out plans. We divide our schools into sections and classes, the better to accomplish a purpose. We have our course of study, our programmes of work, our rules of government for a like reason. No one need object to this. But when the great purpose for which these methods were adopted is lost sight of; when the soul of the teacher is wrapped up in the 'how to do' rather than in 'what to do' or 'why do'; when the minor details receive more attention than grave results; when the parchment is wholly hidden by the 'red tape' around it; then may all with reason put in objections.

"We judge by results, not by the means used to attain those results. Forty years ago a score of orders was deemed necessary for the militia-man to properly load his musket, and half that number to discharge it. But the simple, 'Ready, aim, fire,' of to-day does the work as effectively; neither is the bullet sent with less certainty to its aim. The former was well adapted to dress parade, more æsthetical, perhaps, but hardly as well adapted to active warfare.

"So with teaching. The patrons of our schools may sometimes have occasion to whisper 'dress parade' when they witness the manipulations of some of our schools. While the eye is ever ready to take in and observe the beautiful, the solid sense will hardly be satisfied with anything short of solid worth; gilt soon wears off; gold is enduring and satisfying; no teacher need expect continued favor, much less success, who mistakes the means for the end, and