

acter he wishes to learn; and in no way should he say or do anything to disconcert the teacher, lessen her authority, or disparage her scholarship or character in the estimation of her pupils, but rather should his presence be helpful, and an inspiration to teacher and pupil alike.

He will often see and hear methods of which he does not approve, but is he to censure and condemn, bringing an uncomfortable feeling over all parties, with little probability of any improvement? No earnest work is all bad, and among much that is faulty some good will crop out. This he can commend, and suggest how it might profitably be carried still farther. With the direct or implied consent of the teacher, never to be forgotten, he may ask some question—suggestion of a better method—something to awaken their curiosity, and quicken their intelligence. With her consent, too, he may ask if they have ever done their work in this way, or that, getting their opinion as to which they think the better. He may find a class in history, for instance, repeating the words of the book, and ask who, forgetting the text, can tell the story in his own way, as he would describe what he had seen to a companion. In geography he may ask a pupil to step to the board and sketch the boundaries of Illinois, for example, with one or two towns and rivers, and tell them that when he comes again he hopes to give them another trial. Most teachers are discerning enough to follow the lead thus given.

He finds a room in infinite con-

fusion, the floor lined with papers, the ceiling covered with spitballs, some pushing and shoving, much talking and no work. One of our experienced principals, some time since, wisely, I think, remarked to one of his assistants, that he "never should allow himself in the presence of disorder." What is the superintendent to do? Let him, perhaps, with a pleasant, encouraging word to the pupils, walk down through the aisle and back, and with many a smiling look from little boy and girl, he will find the floor cleared before the completion of his round. They will appreciate the improved appearance, be ready to assure him that he will not find it so again, and the teacher, with some quiet suggestions and cheering commendations of what is good, will go on with her work stronger and happier.

This work of visiting, to be truly valuable, must be supplemented, or preluded, by meetings of the teachers, at which directions and suggestions can be given, errors pointed out, methods indicated, and illustrations given.

The superintendent should never discourage any method without suggesting something better to take its place. This fault-finding, this pulling down, is so easy, but leaves such a void, such dissatisfaction, and often helpless despair, as its only results. The visits of the superintendent should always be an encouragement and an enjoyment, and be looked forward to with pleasure and hopeful anticipation.—*Illinois School Journal*.

PRINCIPLES AND METHODS.

ANOTHER thing which the teacher should always regard is the amount of *intellectual patience* which it is reasonable to expect in his pupils. The attention of young children to

one thing can be secured for only a short time, and there should be a very careful gradation in this regard, from the primary school to the college. In the primary school the ex-