

ly the means to that end. Consequently, as time passes, the test of her progress is found in the extent to which her children have grown in their love for God, for people, for nature, and for the beautiful. Herbart takes the same stand as Froebel by declaring that the development of a permanent, many-sided interest is the teacher's goal—an interest in the same fields of thought as those just mentioned. If this view is correct, it is far-reaching in its effect. It applies as well to the high school, college, and university as to the kindergarten and common school. A love of any sphere of thought means a receptive mind in regard to that sphere; it is, therefore, a guarantee of growth. The young physician who has a love for medicine promises success. Such love means much more than a goodly store of medical knowledge, because the former includes the latter and much more besides. The surest guarantee of successful teaching is love for that work, and both normal schools and schools of pedagogy can much better fix deep interest in that work as their highest immediate aim than knowledge about it.

Interest is the very source of mental life. Whatever one has grown to love, returns involuntarily, and often, to his consciousness. Thus thoughtfulness is produced. Next to being good, one should be thoughtful. But this thoughtfulness means the digesting of the present store of knowledge and its increase. Whatever is turned over in one's mind from time to time, being viewed in one light and then another, comes to be thoroughly mastered; thus the proper quantity and thoroughness of knowledge are cared for. Memory, too, is involved in interest, for that which is of genuine interest is often reviewed, and, in consequence, retained in mind. Further than that, whatever has be-

come attractive is carefully noticed; thus the habit of observation, instead of being chiefly dependent upon the development of some formal power, is determined by interest. When, finally, we recall the fact that interest leads to desire and that desire greatly affects volition, we are ready for the important conclusion that *interest is the great condition* under which the chief benefits of instruction can be enjoyed: consequently it is the teacher's goal; if the right kind of interest is excited, the other great objects of instruction necessarily follow. Not only do such educators as Froebel and Herbart represent this view, but the classic dramatists and novelists practically take the same stand. Shakespeare and Dickens could have made clear the underlying truths in any of their works by a few pages presented in the form of an essay. But they were not aiming at clearness alone; they seemed to recognize that comprehension of a topic may exist without appreciation of it, and that permanent influence is conditioned by permanent interest. Accordingly they set to work to arouse this interest by an attractive narrative.

In taking this stand these educators show no tendency toward neglect of knowledge and toward superficiality. They recognize that facts are the foundation upon which they build. These facts must be very clear, otherwise they could not be expected to have the desired effect. Undigested, hazy notions, memorized words alone, do not excite deep interest. It is based, first of all, upon clear ideas. Hence, when one fixes interest as his chief aim in instruction, it does not mean that he is merely intending to amuse or entertain his children, or be satisfied with only partial mastery of notions offered; it means, in the first place, that he will select the subject-matter to be presented with careful reference