

formers outside of the school-room to penetrate the "true inwardness" of this problem of educational reform. This gentleman was commending in the highest terms the work of a teacher whose school he had visited: "The results were wonderful. The place was fairly alive. I never saw anything equal to the promptness, accuracy and order of that school-room. Not a second was lost, and the questions were answered with a promptness and correctness that was almost equal to inspiration." Inspiration, indeed!

One could smile at this but for the sad reflections which it suggests. This veneer of words and drill mistaken by the most intelligent for genuine mental growth; these roses deftly tied by the teacher on life's expanding branches, admired as the unfolding bloom of the tree itself; the hopelessness of any moral or substantial support of the soil-stirrer or the seed-planter, who has nothing but brown furrows to show when the visitor and inspector comes upon him in the midst of spring seeding, and condemns his work for its barrenness of harvest fruit.

To possess knowledge as a basis of action, as power in bond, is one thing; while to be able to chant promptly and accurately the formulas of knowledge, is quite a different accomplishment; the one being informed reason, the other charged memory.

How easy it is for the teacher to lop off fruit-laden branches from the tree of knowledge, and, by sharpening the ends, thrust them down with pressure into soil in which they have no root. They will be green for a time, and the examiners on the outside of the fence exclaim with satisfaction: "There is a good teacher; the field speaks for itself; see the growth, see the fruit!" So long as such criteria of school work prevail we may expect

to find, not orchards in the future, but dead brush, the dried-up formulas of knowledge which grew elsewhere, and never had a living connection with the soil on which it lies in decay.

The spirit of display in its constant effort to substitute the superficial for the real, the false for the true, nowhere works more mischief than in the school, and it is a radical mistake to foster that spirit by entering judgment on the efficiency of a school from the ability of its pupilage to rehearse formulas or execute a pretty drill in recitation or gymnastics.

The results which can be displayed in the school-room to an occasional visitor amount to very little; they indicate even less than college honors do of the merits of an education that will make its possessor strong in future years. It is the seeding-time, not the harvest. It is not the season for results. They should be regarded at best but accidental, and not adopted as a basis of criticism. In education the tree cannot be judged by its own fruit, for the trees are yet saplings and have not reached fruit-bearing.

The tree must be judged in its futurity by the nature and character of the potencies now forming it rather than by anything that itself exhibits. Until this is more clearly recognized and criticism of the teacher's ability withdrawn from the performance of the pupil, and fixed more intelligently on the methods of the teacher, all movements for the betterment of schools will be attended with partial and unsatisfactory success. The method of preparing the soil and the quality of the seed only can be made matters of criticism at seeding-time. Education of youth is the storage of the mind with potentialities by the exaltation of innate faculties. Only by measuring the power that is lifting the weight can we judge of the force with which that weight will strike when it is released.