

otherwise unqualified. It means an absolute waste of the pupil's time and strength. It means discouragement, defeat and the final abandonment of the work in utter disgust. This is not an overdrawn statement of the case. Any number of instances can be produced verifying this position. Hundreds of pupils have failed in almost every department of school work because of being under teachers who have pursued this course. This is the explanation of the neglect, and even hatred, upon the part of many of our brightest boys and girls of such subjects as grammar, composition and mathematics. No, the teacher is not to do the pupil's work, but he is to do his own faithfully and efficiently. This means a wide range of effort. It means much more than we at present note. This much, however, we must say in this connection: it means, first, that he has fixed in his own mind a clear and definite outline of the results which he proposes to fix in the minds of his pupils. It means, second, that he has carefully analyzed the subject to be presented into separate dependent parts or units adapted to the peculiar stage of progress of his pupils, and that he present these parts or units in the order of their dependence to his pupils for study and investigation. The arrangement of work in this case should be such that each step prepares the pupil thoroughly to perform the step immediately following. It means, third, that the teacher should render such aid and guidance to the pupil as will place his mind in vital relation to the things to be known. This should be done chiefly by careful questioning and pointed illustrations. It means, finally, that the teacher supply the necessary stimuli to keep the mind of the pupil in an active and hence receptive state. This means, in a certain sense, imparting his own life to his pupil. We shall consider this

phase of our subject more fully in a future article; in the meantime we must call attention to some of the obstacles which affect materially the teacher in preparing for and in doing his work.

And first among these is the fact that law makers have laid their hands upon the whole subject of mental development. Boards of education are now able to prescribe definitely just the amount of knowledge, in the form of facts and formulas of various sorts, that must be crammed by the teacher into the pupil in a given time, the clearest, the most evident, laws of mental development notwithstanding. The teacher must obey orders, he must perform the task fixed by law, he must do the cramming or else give place to another. He knows that the same law which prescribes the work prescribes also sharp and well-arranged methods of determining whether the cramming is successfully performed. In view of this order of things we ask candidly what can teachers do but submit to the inevitable. Woe be to those who fail to come up to the required percentage of cramming. Yes, percentage of cramming. This is the product for which teachers are held largely responsible by the tests through which their pupils are made to pass. This is not stating unfairly the requirements made of teachers in many schools. In how many schools is the teacher's efficiency judged by the use he has made of knowledge in developing the intellectual, moral and spiritual natures of his pupils? Is it the noble character he is forming in his pupils that is made the chief test of his success? No, this is not the test. He is judged, not by this, but by the quantity of knowledge of various sorts he has forced his pupils to prepare for temporary exhibition. We say advisedly a temporary exhibition; for who does not know how small a part of what is exhibited in the exami-