

There were therefore eighty-five questions proposed to these seventeen pupils. I submit, was there in this catechising any element of teaching? This lady was a graduate of a normal school. Fortunately, she is not attempting to teach any longer. The result was a decided intellectual deadness. This disease might have been prevented by teaching the idea first, and then the thing. Had she drawn the outline of that state—Illinois—and then required the pupils to fill in the relief—the elevations, depressions, rivers, and locate the cities and towns—had she done this, what would have been the result? Without doubt, they would have been making a real progress. They would have known all about the surface of the state, why the rivers and cities are located in their places. I grant that this requires more work on the part of the teacher, but the result would have more than repaid the extra amount of labor—would have repaid the teacher in a consciousness of better work and a real progress on the part of the pupil.

3rd Remedy.—The teacher cannot be a listless, unambitious person and have an active, intellectual and enthusiastic school. Teachers must be thoroughly imbued with a divine zeal and a desire to make the most of his material. He must be earnest in his work—must impress upon the pupil the necessity of earnest and thorough labor. But this does not necessarily imply learning lessons or set talks.

Pres. Chadbourne, in a recent address, said, "Teach your children that they can do a meaner thing than fail in recitation." These same failures may become important factors of an accumulative force. Right here is presented to the teacher an opportunity to materially aid the pupil. There are numerous cases on record where failures of a like nature have become sources of power. Tell them the story of Demosthenes and Lord Beaconsfield—the one swaying vast audiences by his honeyed words or bitter invectives, the other moving nations by his tremendous power.

These historical characters cannot be too often presented to the pupils. Upon them may hang many moral lessons. Moral ethics are quite as important as learning mathematical rules and formulas.

4th Remedy.—Not many of the mass of those occupying high academic positions have any just conceptions of the teacher's profession. To remedy this, the educational press must educate the teacher up to this position. The teacher must be a regular reader of educational journals. No lawyer or physician who pretends to keep up with his profession at all fails to supply himself with current literature bearing directly upon their respective vocations. Their calling is not a whit higher or capable of producing grander results than our own.

Fall too often we forget that in the young minds entrusted to our care are contained grand possibilities; these possibilities we must develop into still grander and nobler realities. We forget that every pupil is a future American citizen—a possible American statesman. We forget that it is our duty, as well as our privilege, to fit him to perform the duties incumbent upon him in an intelligent manner.

Chancellor Haven, in an address on the occasion of his inauguration as Chancellor of Syracuse University, gave utterance to these words: "No civilized people ever existed without schools.

. . . A slavish confinement to a prescribed curriculum and a constant repetition of established forms of expression does greater violence to the true idea of a university than a voluntary limitation to a chosen part of the great orb of universal knowledge." While we do not claim that the common or high school can do or does what the college or university does, we do claim that they can and ought to do that which no college or university can pos-

sibly accomplish. If a "slavish confinement to a prescribed course of study in a university be a greater violence to the real idea of a university than a voluntary limitation to a chosen part of the great orb of universal knowledge"—if it be true of a university course of study, we can do a greater violence to the ideal of a school than to cut aloof from too close an adherence to text-books. The object and aim of a college or university is to aid one in conducting original researches in the highest realms of thought. The real object of the lower grade of schools is to lay a solid foundation for this superstructure, to fit the pupil for independent thought and action.

Schools "grow, are not created." Civilization cannot continue, cannot even arise without them. Schools are necessary to colleges, and universities are not less so to a nation's perpetuity. No nation ever had a birth without schools of a higher or lower grade. Let us remember, that if we would have our efforts appreciated, we must make our pupils appreciate them, for they will be the ones who, in after life, will provide the educational facilities.

5th Remedy.—For lack of a high standard of morality, "We do not," says Pres. Chadbourne, "advocate doing sermons on morality, but a continuous current." Some among our boy pupils may enter the political arena. Teach them that they can do a meaner thing than to fail in securing a nomination or an election. Our politics have become notoriously corrupt. Of this, our later Presidential election has given us abundant evidence. When a prominent member of a prominent school board can belittle himself enough to unhead "the bar", we may well tremble for the result. He has but little of true manhood left. When he will sacrifice the school which he is morally and legally bound to protect and advance to accomplish political chicanery, he can have no spark or element of that true manly honor which some true teacher must have endeavored to plant in his heart. But alas! the weeds grow faster than the choicest grains! Set an example of high manly honor. Let your pupils see a living example of pure and upright integrity. This will be the grandest object lesson you can present to a class or school. Boys or girls can best learn moral ethics from objects.

It is said that Dr. Arnold, of Rugby renown, always believed his boys. This treatment compelled them to think it a mean, disreputable thing to tell him a falsehood. Impress them with the idea that lying and cowardice are close companions. A true, heroic man "can't lie." What will it profit a man to gain high political positions? What will it profit a man to gain almost universal knowledge and lose his own high sense of honor and integrity? Teach your boys that it is not a manly thing to purchase an entrance into the White House, or any other political position.

A continual and upward bent of the mind towards the higher plains of morality may be given to the members of our schools. It is to the schools that the nation must look for its future safety. Elevate the moral tone and you destroy the major part of the Jesuits' income. Elevate the moral tone and you depopulate our prisons and penitentiaries; you decrease the national expenses. It pays to be a moral as well as a Christian people. Teach your boys and girls to be gentlemen and gentlewomen in the most sterling sense of these words. "Fifteen minutes, for instance, could well be spared from a day's German instruction, if they went to make two or three boys feel keenly that cruelty, of which there is far too much in schools, was a stupid and sneaking thing. Not long ago, in a western school, a boy received such savage and merciless treatment from his master that he died in a day or two after from his injuries. What sort of education is it that does not teach children to feel themselves degraded by brutality like this? It is folly to leave all moral training to home and parents; the hours