

conscience. When we think of all these things that a modern teacher *must* have, and in the literature of education is politely assumed always to have, our self-respect grows like Jonah's gourd. While we are eating the apple of knowledge we become like gods.

But the real teacher is not like this. I speak not in the spirit of Mephistopheles, but of Mrs. Betsy Prig. On earth, such serenity with such subtilty, such avoidance of all but righteous anger, such impartiality, such innocent and æsthetic intellectuality, as the theoretical teacher needs, is not to be obtained. Perhaps some members of the Brotherhood of the Common Life, perhaps some odd exceptional Jansenite or Jesuit, has clambered as near as earthly gravitation admits to this celestial dream. But it is a great obstacle, a great gulf, as it were, between the school of the theorist and this everyday world in which we would realize his doctrine.

It is possible to misinterpret the agricultural comparison of teaching. People forget that in agriculture we not only study the needs of the plants we grow, but the nature of the things we bring to bear upon them. We investigate, for example, the properties and peculiarities of soils, and the origin and idiosyncrasies of various manures. And we find in the nature of agricultural appliances and stimulants as rigorous a set of possibilities and limitations as we do in the intrinsic conditions of the growth and prosperity of the things cultivated. Wheat may grow with exceptional luxuriance on certain old battlefields, or in certain alluvial valleys, between narrow limits of latitude, or on virgin soil, but an agricultural writer who quietly assumed these conditions, and indulged in incidental humorous allusions to those who cultivate it elsewhere, would be subverting practical necessities to an ideal—in itself an excellent thing—rather too unreservedly. Before educational science can be completely recognized as a branch of technical education, the laws of the mind that plays upon the mind of the child—the limitations and necessities of the average teacher—must be exhaustively formulated, and the demands of the educational writer corrected after the process.

The mind brought to bear upon the mind of the child is anything but divinely comprehensive. The economic conditions of teaching render it probable that, in ninety-nine cases out of a hundred, this mind will not be even exceptionally powerful. At the most, the taste for teaching, and the desire to honorably earn a salary, are only two among many other impulses of the human heart. As young men and maidens—