

stimulus to thought along these lines, which teachers claim to be far more important.

The work opens with an explanation of what is meant by education. After touching on the definitions of such men as Mill, Fitch, Harris, and Hinsdale, and showing its widest meaning, the narrower definition is given, which states what is meant by education as carried on in our schools. It is stated as the "occasioning those activities in the learner that result in knowledge, power, and skill." It is on this basis, then, that he works out the principles so far as they apply to elementary education. It is not in the knowledge of, philosophy, psychology, ethics, and logic that success is to crown the teacher's efforts, but in having a thorough grasp of the matter to be taught, and in finding the most suitable method of working this into the lives of the pupils.

The axiom from which to start is, that the teaching must be adapted to the capability of the learner. It seems simple and self-evident, but many who know it fail to act on it. Successful public speakers use it from their own instinct, and in the same way do successful teachers act. It is an innate conception of your environment, and a power of adjustment to it. Hence, as teachers, we must have a very clear conception of the immediate mental condition of every member in a class, and an equally clear grasp of the matter on which we expect those minds to operate. And here we must bear in mind that the knowledge, power, and skill must come wholly from the pupil's own self-activity. Knowledge cannot be transferred, and still less can power

and skill come from any source outside of the learner himself.

Teaching is divided into three processes: Instruction, Drilling, and Testing. The first part is generally well done, but mistakes are frequently made with the latter two processes. They are, in fact, three parts or phases of one process, for one is not complete without the others. Instruction is not complete without the drill, and a drill that does not call for a repetition of the act of learning is mere parrot repetition; and a test which does not call for reconstruction, or more properly, construction, is equally parrot-like.

Elementary school work is divided into oral work and book study. In the earliest stages the work is all oral, but book work is soon introduced, and the oral work constantly grows less. But it should be used much less than it is. Many of our best schools have such excellent oral instruction carried on that the pupils never learn the art of getting any knowledge from books. Hence, one of the most important parts of a school education is neglected. Pupils are trained under the best modern scientific methods, but their love of books and power to gain knowledge from them seems to be wanting. Oral instruction, then, should be merely a preparation for the study of the text-book, and as the pupils gain their own knowledge worked out in their own way, class work shows the various parts that are emphasized by the different students of the same topics. In this way class work becomes a fitting together, a harmonizing of various types of personality, as developed along their own lines of least resistance, rather than crushing all into one unyielding mould. Education,