

heart. He convicts us of mistakes, plentifully enough, but of limitations—never. "To-morrow we will alter our procedure, and all will be well."

Teachers who read books on pedagogics, and others too, who have caught it from them, understand now pretty clearly what is meant by the comparison of the pupil's mind to a plant. We have in the pupil not an inert thing, but a centre of forces; we have something obeying certain inexorable laws of development, which we can stand outside of and affect, but into which we can introduce no new motive influence. We are dealing with growth, a matter as much beyond our immediate control as creation; we may plant, we may water, but the increase is not in our decision. And, consequently, our success is proportionate to the adjustment of our teaching to the intrinsic constitution of our pupil. We know now the import of that childish restlessness that the old type of schoolmaster identified with original sin. Inattention is now, by a veritable revolution of opinion, not a crime of the child's, but a verdict. In fact, all educational matters have, in theory at least, been brought to the test of the child's psychology, and appraised by its laws. And the teacher has been forgotten.

Every advance in our knowledge of educational laws has made a greater demand upon the teacher. In the first place, upon his character: the need of patience and self-restraint has been enormously increased by our wiser views of discipline. In the good old rough-and-ready days, a schoolmaster might "give himself away" half-a-dozen times a day and recover the position with the cane. But now he must needs be watchful, dexterous, introspective, planning his praise and blame and manipulating the minds under him with the skill of a Jesuit, while at the same time, preserving a contagious cheerful openness that must defy youthful scrutiny—a difficult combination. And then, upon his intellect; how thorough is the preparation of lessons in the theory of the educationalist compared with those given—let us say, in the distant past! The fertility of illustration, the richness of the iridescent side-lights of the New Teacher, need only be compared with the lessons we grown-up people actually suffered, to realize the difference. And then, finally, one must consider the huge requirements of "preparation" and "correction" now made upon him—or her. The conscientious examination and correction of exercises, the skilful utilization of errors, in such a subject as English composition, for instance, involves not only a powerful intellect, and taste enough for a minor poet, but a colossal, a superhuman