

school day. The recitation should be an experience meeting for both teacher and pupils. The art of education is the art of furnishing the best possible conditions for self-development.

The primary function of the teacher is training the pupils for power. Every recitation, no matter what the subject of the lesson is, is an opportunity to train pupils for power. Learning is valueless, if the learner cannot use it. The mere ability to state facts does not necessarily denote culture. Culture is the power to think, to reason, to assert, to prove. It is a condition developed by the mind's own activity. Method should compel the pupil to think. The liberal use of the little word "Again" will keep the pupil alert. Do not scold the blunderer, nor use his time in a wordy explanation. The less you talk and scold the more the pupil will think and do. Teaching that does not train a pupil to think is destructive teaching; teaching that does not train a pupil to believe in himself is worthless teaching; teaching that consists chiefly in telling is ignorant teaching.

There is no one best method of presenting any subject. One learns to teach by teaching, by seeing others teach, by reading books on teaching and school management and by thinking into practice sound methods. The most profound pedagogical maxims have no meaning to a teacher that does not think. "Much talking wearies," has no meaning to the teacher that has realized his ideal, yet it contains more food for teachers than many books on pedagogy. "Learning without thought is labor lost," though thousands of years old, contains much food for young teachers. "Telling is not teaching," is another foundation stone. Many teachers

never learn what it means. "Teaching a pupil is training him to help himself," contains the essence of the teaching process, yet many teachers never get a glimpse of its meaning. "Get wisdom, but with all your getting, get understanding," is a whole volume of pedagogical wisdom.

The ability to interest pupils depends almost wholly on the teacher's presence, knowledge of the subject, and enthusiasm. As a desire for knowledge is more valuable than the knowledge itself, the method of the teacher should compel the pupil to concentrate his attention on one thing till he knows it, and until he can give expression, in clear and concise language, to his knowledge of it. Expression is the test of the pupil's knowledge as well as the key to his habits. Method should compel the pupil to realize his best effort in all he does in the schoolroom.

The teacher that unceasingly crams his pupils with individual facts does not in any true sense train them. Cramming is not training. Training is a drawing-out process. Training is the drawing out of pupils what they themselves have learned; not what was once poured into them by the teacher. Teaching means training or it means little or nothing. The merely formal, superficial, and traditional work of the schools does not train a pupil to think, feel, or act. Only to the extent that the method of the teacher stimulates self-activity in the pupil is the teacher helpful. In nearly every case of educational failure, the fault is not in the pupil, but in the teacher, or in the method, or in both.

Two kinds of knowledge are indispensable to the teacher. The first is a thorough knowledge of the subjects he teaches; the second is a