

Editorial Department.

Professors
as Teachers.

There are many differences between college life in the Old Country and in this country, and one of the most marked is the relation existing between professor and student in the class-room. Not long since it would have been a base degradation of professorial dignity to connect the idea of *teaching* with the work of the professor. His duty was known under the more dignified title—*lecturing*. Amid a grim and awful silence he marched to the rostrum, and opening his book of mysteries, proceeded to deliver his lecture in well-rounded, classical English. It really mattered very little whether the students understood upon what he was lecturing—the fact that he *was* lecturing outweighed all such minor considerations. When he sufficiently aired himself, he closed his book of notes and, gathering his robes about him, walked forth from the class-room feeling that he had done his duty in having thrown a mass of mental food before the hungry portion of humanity gathered in his presence, and whether they suffered the pangs of mental indigestion or not—well, that was their own look-out. Such a thing as the asking of a question would have caused the learned man to believe that either he or his

students had suddenly been deprived of their reason. The idea of a professor submitting to be questioned by the students was simply preposterous. The man daring such a thing would have been looked upon as a sort of collegiate anarchist and would have been promptly ejected from the class-room.

The hard, practical spirit of the present age has penetrated even into the dim religious light of college life. The professors as well as the students have been brought to feel the inadequacy of the old method of lecturing. It may have been a pleasing thing to behold an old-time lecture with its pompous environment, but the present utilitarian spirit demands something more than this. Hence it is that professors are awakening to the fact that it is not enough simply to give forth, but they must see that what they assert is understood by their hearers. It is poor charity to give a great quantity of bread that is as hard as a rock, to a hungry man. He can't eat it. Better it is to give him a little eatable bread and see that he can and does eat it. This is more satisfactory both to the hungry man and to the donor.

The science of teaching is one that has made rapid progress of late years.