

understands its true aim. Unless we are clearly conscious of the specific object we should have in view in each lesson and in using the various disciplinary agencies, our success in communicating knowledge, or in promoting the true growth of our pupils, is largely a matter of chance.

During the first few days of school, the great aim of the new teacher should be to show his pupils, by his actions and manner, not by words, that he understands himself, his pupils and their relations to each, and knows the subjects he intends to teach. If the teacher does not understand himself, it will not be long before his pupils know it, and he will be led to see himself through his pupils. "Know definitely what you want to do and do it" is a good maxim for a teacher.

*We should aim not at 'stuffing our pupils' minds with facts, but at training them to investigate truths for themselves.*

Of course the teacher should store the minds of his pupils. The more knowledge we give them, the better, provided that in giving it we do not cripple their power to gain knowledge independently for themselves. *Telling is not teaching.* We should guide our pupils through the garden of knowledge and show them what kinds of fruit to pick and how to pick them; but we should not pick the fruit for them, nor eat it for them, nor digest it for them. We should teach our pupils how to think, not do the thinking for them. We should never tell them anything they can be led to discover for themselves by judicious teaching. This does not mean that we should be scanty with information which the pupil can gain only through the teacher. I believe we may be as profuse in this as we wish so long, I repeat, as we do not cripple the power of our pupils to gain knowledge independently. Any piece of knowledge which a boy has himself acquired, any problem which he has himself solved, becomes, by virtue of the conquest, much more thoroughly his than it could else be. The activity of mind and the concentration of thought necessary to his success, together with the excitement occasioned by his triumph, tend to register the fact in his memory in a way that no information from a teacher could do. A pupil can never forget a fact learned practically as a result of his own investigation. Let the children have a chance to enjoy the pleasures of discovering for themselves, and then the school will be to them not a prison, but a temple of joy.