

ed. It is very evident that there is a tremendous waste at this point in our educational system. It must be remedied and remedied at once, if our higher education is not to be discredited altogether. It can be remedied, and easily, if the secondary school will

extend its course downward to the tenth year and insist that the meagre preparation mentioned be had at this age. Upon the foundation thus provided the secondary school must build gradually and solidly. — *The Academy*.

(To be continued.)

HOW A TEACHER MAY WASTE THE TIME OF HIS PUPILS.

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1. **I**N not planning his recitation beforehand. Each recitation is a campaign against the enemy in the country of ignorance. The teacher is the general, his pupils the troops. Every general carefully studies a map of the country into which he proposes to march, familiarizes himself with the location and strength of the various strongholds of the enemy, so an experienced teacher thinks out his route, decides upon points to be gained and methods of reaching them. No battle was probably ever fought out exactly as it was planned; but the general who has a plan knows where his troops are, and in what condition they are, and so is best prepared to meet any change of plan which circumstances may require. So the teacher who plans his work may not carry out those plans entirely, but by his plan holds his work well in hand, ready to manage it in any way that circumstances may require. A poor plan is better than no plan.

The younger and less experienced a teacher, the more necessary to study out a plan, and the more time it will require. An experienced teacher, being familiar with the route and difficulties, may not require so much preliminary preparations, but, though it may take him but a moment, he needs it and makes it just as certain, even though he be unconscious of it.

2. In not studying the roll of his class previous to recitation. This is also preparatory work, determining the strong, the weak, the unreliable, the unworthy. It will be well to make a special list of certain pupils who have been neglected, who are specially weak and need special attention. It is a good thing to grade the class just before recitation, thus discovering pupils whose standing you are uncertain of, or really do not know. This is especially necessary at beginning of term, when pupils are strangers. Let the known ones alone, make a memorandum of the unknown. Call on them at the recitation for the purpose of finding them out and fixing them on the mind.

3. In talking too much. He is the best teacher who manages to have his pupils say the most by saying the least himself. Pupils grow by their own activity and not by the activity of the teacher. The talking teacher will run his class down in numbers and power. The better he talks the worse his work, and the more wasteful he is of his pupil's time. The pupils may call him entertaining and enjoy listening to him; notwithstanding they will lose interest and drop away. A talking teacher cannot stay long before his classes. His pupils understand his game at once, know their rights and dare maintain them. The talking teacher