

and ingenious methods; and not a few of the aids for teachers published in special journals for their use, serve only to obscure it. They tend to substitute hap-hazard glitter for substantial and consecutive work. They seem to say "Here is a fine thing all in shape for use; take it into your school room to-morrow and see if the pupils will not enjoy it." Many of them are pernicious in their very form. Here, for example, is a lesson all worked out in the form of a dialogue between teacher and pupil. If it is used as it stands, it destroys the individuality of the teacher and makes the exercise a mimicry for the pupil, since the printed answers must be put into his mouth to make the exercises go off properly. The matter of many of these is thoroughly trivial, and the manner of them characterized by a sickly smartness and goodishness which are very obnoxious. Such helps are pernicious. There is no place in any well regulated school room for these made-to-order lessons. The best helps for teachers are those which lead them to think upon the purposes of their work and how most effectively to attain them. Those who can not profit by such helps ought not to be found teaching. No educational journal can do your planning and thinking for you; and by attempting to do so it misleads you and weakens you. If it is judiciously edited, it may suggest to you new devices for accomplishing your ends, but you must see how to use them and when. Too many of these even may do harm, since teaching is for the most part straightforward work, not cunning contrivances. Some exercises helpful to teachers may also be proposed—language exercises, arithmetical problems, exercises in reading, geography and so on. For the most part these are suggestive rather than exhaustive. Ingenious teachers can invent others of the type for their own use as they need them. Endless exercises can be devised in sentence building, false syntax, fractions, etc., but they have only a limited use. They are incidents of teaching, not its main reliance; good, if wisely used for definite purposes, but otherwise wasteful and perhaps pernicious. The best helps are always those that help us to help ourselves; and this means that the best helps for teachers are not ready-made lessons to be gabbled off to classes, but discussions of principles, suggestions to be carried out in your own way, stimulating articles with quicker thought or enthusiasm, and whatever stirs you to think for yourself and put your own best thought and effort into your work."