

cially intelligent parents or instructors. But the fundamental danger is, as Professor Münsterberg has pointed out, that "a child who has himself the right of choice, or who sees that parents and teachers select the courses according to his tastes and inclinations, may learn a thousand pretty things, but never the one which is the greatest of all—to do his duty." Here is the danger point of the new education with its electives and specialization. It is in serious danger of failing to give that thorough discipline and all-round development of mind character which was secured by the hard work required of all by the older system. Very large numbers of our youth are now seeking extended courses of education. But few of them will become specialists. Most of them need the training that will develop latent powers, broaden the outlook upon life, give vision of high ideals and power to realize them. This must follow wholesome discipline, patient effort to master difficulties, deliberate resolve to overcome natural distaste for what is inevitable. If something of this kind is not accomplished in the secondary schools, we ask where will it ever be accomplished?—*Education.*

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HELPING TOO MUCH.

Many teachers err in helping their pupils too much. There is no way for the child to grow strong, mentally or physically, but by encountering and overcoming difficulties. It is a sad state of things when the pupil comes to think that he must seek the teacher's aid the moment he meets with a difficulty. And it is quite as bad when a teacher feels that she must smooth out all difficulties before the pupil has grappled with them. Let the amount of help rendered be the

least possible to enable the pupil to do his own work; and, generally, it is better that the pupil feel his want before even that help is given.

Any student of children will find that they have a disposition to encounter difficult things, they have an ambition in this direction, and glory in doing hard things. It will not take much observation of children on the play-ground to make this evident. What else is it that makes the boy so ready to climb a difficult tree, or to attempt a risky leap, when he is "dared" by his fellows?

Another thing I wish to say, and that is that teachers are likely to underestimate the power of pupils to do hard things. Give them a chance. Encourage them to try, give a hint or suggestion only, and their success will often surprise both themselves and their teacher. Nothing will do more to develop that genuine power and self-confidence so necessary in the battle of life. Let us take heed that we do not train up a generation of weaklings, ready to be appalled at any difficulty and to follow blindly any leader who is stronger than themselves—*School and Home Education.*

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MENTAL DEVELOPMENT.

As the mind has only what it creates, develops and uses, it follows that the teacher cannot give the pupil anything. What most distinguishes the trained from the untrained teacher is the art of keeping comparatively quiet during the recitation, the art of drawing out of the pupil by direct, concise questions what he knows about his lesson. The art of questioning seems to be one of the lost arts in too many schools. The pupil should be trained from the start to regard the school as a business institution and the recitation hour the most important hour of the