

routine. After that, it is an act of the organism with little expenditure of nerve-force. This is sometimes stated in another way, "We learn to do by doing;" but the wit could very aptly retort that, "We learn to chew by chewing." That is, it expresses a half truth, and even this side requires a qualification. In teaching reading, the teacher must help to place high ideals of good reading before the children in all grades by reading well herself. By this I do not mean those high elocutionary flourishes which "split the groundlings ears," but a first-class article of good plain reading in which the ideas are clearly, elegantly, and smoothly expressed.

The child must get the conception of what good reading really is, before he can read well.

In regard to all language or grammar work, whether oral or written, the teacher must give the pattern or model for putting the work into good shape. The pupil's ideas may be very crude, and guidance is quite necessary. To do his best is the ideal which should stimulate the learner. A beautiful farm kept by an intelligent and artistic farmer helps the entire neighbourhood in which he lives; likewise, if one pupil only in a school does refined work, its general effect on the other pupils is marvelous.

In every study the teacher can be a help to the pupils in the manner I have indicated. But the teacher cannot study for the pupils. They are stimulated by their own energy to do this. The teacher studies to perfect herself how to direct those under her control. The inspiration, the stimulus must be transferred from her to her pupils, rather than to lift them over every hard place in their studies.

Down in the primary grades, the teacher is compelled to do much talking in order to get the children to talk a little; but as the pupils progress in their studies, the teacher ought to

talk less and less each year. To get at the children's ideas, not at the teacher's ideas, is true artistic teaching.

Again, the teacher can help the pupils in the assignment of lessons and in the preparation of lessons. To instruct pupils how to get a lesson, how to fix the points, how to apply them, and how to retain them in after life, are the most essential things within the entire range of the school curriculum. Here, again, it will be found that children work at the same thing very differently. Many work to their own disadvantage. The least expenditure of force to accomplish the result is a cardinal principle in vital economy. A suggestion or two, well placed, will be ordinarily all the pupil needs on any one particular topic. Time is well spent in all intermediate and upper grades in ascertaining how the pupils of any particular room prepare their lessons.

Yet with all that I have thus far said, cases will arise in which the teacher must go further than I have indicated. Points may be too hard or intricate for any member of a class to understand. What is to be done? By a little skilful questioning, the teacher can soon set limits to the class' entire knowledge of the subject under investigation. If a person has the measles, he does not need treatment for all blood diseases at once. He should be treated for measles, and not be filled with all the nostrums in an apothecary's shop. One difficulty at a time, and let it be thoroughly mastered, is the only long or short route that I am aware of in teaching and learning. A cancer is a spot in the human body "gone mad," and must be cut out root and branch; so knotty or hard patches in study must be treated in the same manner. If no pupil can clear the matter up, then the teacher may stand by and skilfully direct the operation.

However, our school-books are so